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ABSTRACT

OBJECTIVES: To develop workshops which would assist localities in initiating, expanding, or improving their educational volunteer program. DURATION: A 3-day workshop from April 15-19, 1971. AUDIENCE: Educational Volunteers. CURRICULUM: The main topic concerned volunteers in education, education as a function of the total community, voluntary action, and education. TEACHING METHODS: The workshop made use of panel discussions, speeches, and film. MATERIALS: Booklets and films. EVALUATION: A subjective evaluation was presented which summed up the problems and concerns presented. MODIFICATIONS: None. (MJM)

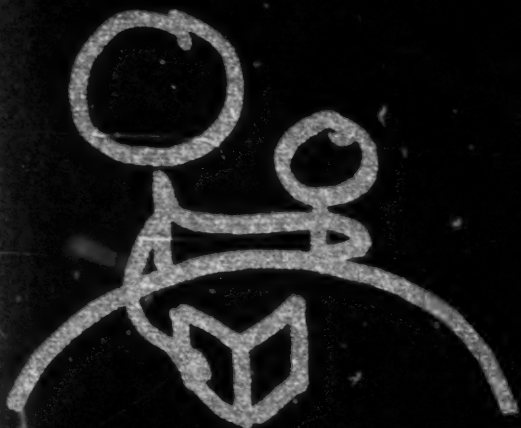
ED 067366

VOLUNTEERS IN EDUCATION REGIONAL IX WORKSHOP

Summary Report

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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PRESENTED BY PROJECT MOTIVATE
DES MOINES AREA COMMUNITY COLLEGE
ANKENY, IOWA

APRIL 15-17, 1971
SIR FRANCIS DRAKE HOTEL
SAN FRANCISCO, CALIFORNIA



Dr. Philip D. Langerman

"Thank God every morning when you get up that you have something that must be done whether you like it or not.

Being forced to work or forced to do your best will breed in you a hundred virtues which the idle never know."

This poem by Charles Kinsley surely speaks of volunteers who play meaningful and useful roles everyday in improving the quality of education for many children. Not only do these individuals who give of their time, ability, and energy receive many rewards, but the children with whom they work are benefited in untold ways. This fact is now accepted without challenge.

According to one five-year study by H.E.W., the use of teacher aides and volunteers has reduced the amount of time that teachers spent in correcting papers by 89%, enforcing discipline by 36%, taking attendance by 76%, preparing reports by 25%, in serving children moving between classes by 61%, and monitoring lessons by 83%. This study confirms, in my opinion, the valued assistance that volunteers can and do make to our educational system and to individual children.

The purpose of this three day workshop was to assist each locality in initiating, expanding, or improving their volunteer program, so these benefits may come both to your school children and to your volunteers. I'm sure you are wondering why a Community College in Des Moines, Iowa, was involved in volunteer programs and why our staff conducted the Volunteers in Education Workshop in Denver. Many of you, I know, asked this question when you registered; others asked it when you sent your registrations to Des Moines. To explain briefly, the Des Moines Area Community College and Washington Technical Institute in Washington, D.C., have been funded by Volunteers in Education Division of the Bureau of Professional Personnel Development, U.S. Office of Education, to conduct training for educational volunteers. Washington Tech, via a project with the acronym of VOICE, is directed by Dr. Irene Hypps and is responsible for conducting workshops similar to this one in the eastern half of the country. They've conducted an earlier one this spring in Cleveland, Ohio, and will sponsor one in Atlanta, Georgia, next fall. Meanwhile the Des Moines Area Community College, under Project MOTIVATE, is responsible for the same task in the western half of the country. The major reason these two colleges were charged with this responsibility, and conducted these workshops instead of someone in the local area or region is purely and simply one of money. There have not been sufficient finances available

in this portion of the EPDA of the U.S. office to make this possible so with these two modest projects we are to extend our services throughout the nation. This is our second year grant. Under the first year's grant we conducted from one-day workshops to week-long training-sessions on our community college campus and throughout the state of Iowa and the region.

In addition, we were commissioned under the original grant to develop a training handbook entitled "Your Volunteer Program" which we have published and is in your packet. Mrs. Mary Swanson, your workshop director, has written this book and we hope it will be meaningful and useful to you as you return to your school. Copies are available by writing to us at the address in the book or in your workshop program. Another booklet available from Project MOTIVATE is "Tutoring Guidelines". In addition, we have developed a 15-minute film entitled, "The Art of Human Giving", and a synchronized slide presentation, "Beginning to Read", which uses a substitute alphabet to depict to the volunteer tutor how difficult it is for a child to learn to read. Information about securing the films is available by writing to us.

Our staff wishes to thank Miss Grace Watson, Director of the Volunteers in Education, U.S. Office, and to her assistant, Miss Jewell Chambers, for their advice and assistance in helping us with our grant and with presenting this particular workshop. We also wish to express appreciation to Dr. Albert Piltz, Regional EPDA Coordinator, BEPD Program, Office of Education, Region IX, to Mrs. James W. Abrahamson, President, San Francisco Education Auxiliary, and the workshop co-chairmen, Mrs. Irving Reichert, Jr., San Francisco, and Mrs. Richard Haber, Kensington, California, for their capable assistance in planning and implementing the workshop.

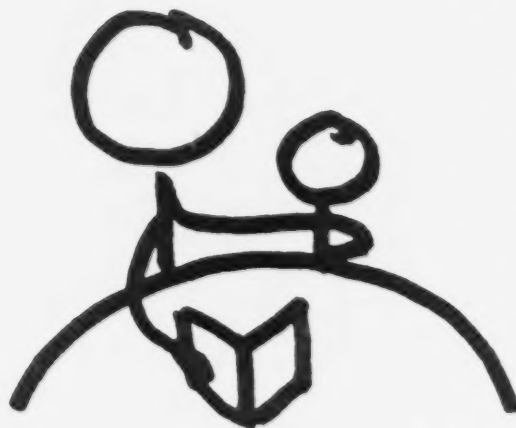
Dr. Philip D. Langerman
Director, Project MOTIVATE
Des Moines Area Community College



Mrs. Mary Swanson
Workshop Director
Associate Director, Project MOTIVATE
Des Moines Area Community College

TABLE OF CONTENTS

Workshop Overview, Dr. Philip D. Langerman	
Program	
Welcome, Dr. Zuretti L. Goosby	1
"New Concepts of the Use of Volunteers in Education", Dr. Eli M. Bower	3
"Education as a Function of the Total Community", John Bremer	9
"Voluntary Action and Education - Your Responsibility", Dr. Paul Lawrence	19
Panel Presentation, Moderator - Howard N. Nemerovski	27
Panel Presentation, Moderator - Dr. Harley L. Sorenson	35
Workshop Reports	43
Assessment and Evaluation, Mrs. James T. Ream	71
Workshop Organization	
Attendance	



PROGRAM

THURSDAY, APRIL 15, 1971

- 8:00 — 10:00 A.M. REGISTRATION — Hotel Mezzanine
- 9:45 — 12:00 noon GENERAL SESSION — Empire Room
- 9:45 A.M. Presiding — Mrs. James W. Abrahamson, President
San Francisco Education Auxiliary
- Welcome — Dr. Zuretti L. Goosby, President
San Francisco Board of Education
- 10:00 A.M. Workshop Overview — Dr. Philip Langerman, Director
Project MOTIVATE
Des Moines Area Community College
Ankeny, Iowa
- 10:20 A.M. Introduction of Film — *THE ART OF HUMAN GIVING*
Mrs. Mary Swanson, Associate Director
Project MOTIVATE
Des Moines Area Community College
Ankeny, Iowa
- 10:45 A.M. Panel Presentation — *NEW DIRECTIONS OF
COMMUNITY INVOLVEMENT —
ARE SCHOOL VOLUNTEER PROGRAMS
MEETING THE NEEDS OF THE
COMMUNITY?*
- Moderator: Howard N. Nemerovski, Member
San Francisco Board of Education
- Panelists: David Erskine, Educational Director
Principal, Old Mill School
Mill Valley, California
- Dr. Samuel Kermoian, Director
Urban and Community Education Programs
U. S. Office of Education, San Francisco
- Mrs. Henrietta Scott, Home Management
Supervisor for People Pledged for
Community Progress
Richmond, California
- Miss Grace Watson, Director
Volunteers in Education
U. S. Office of Education, Washington, D.C.

LUNCHEON MEETING

Empire Room

12:30 — 2:00 P.M. Presiding: Dr. Louis F. Batmale,
President/Superintendent
San Francisco Community College District

Speaker: Dr. Eli M. Bower
Professor of Educational Psychology
University of California
Berkeley, California

NEW CONCEPTS OF THE USE OF VOLUNTEERS IN EDUCATION

2:15 — 4:00 P.M. CONCURRENT DISCUSSION GROUPS

GROUP A — INITIATING A VOLUNTEER PROGRAM — Tudor Room

Discussion Leader — Mrs. Virginia Bigelow
Coordinator of Volunteer Services
Seattle Public Schools, Seattle, Washington

Resource Persons

Mrs. Andre de Baubigny, Past President
San Francisco Education Auxiliary,
San Francisco, California

Mrs. June Taylor, Program Specialist
Project MOTIVATE,
Des Moines Area Community College
Ankeny, Iowa

Recorder — Mrs. Margrette Riley,
Richmond, California

GROUP B — RECRUITMENT — SUBURBAN Stratford Room

Discussion Leader — Mrs. Kathy Hulme
Aide Coordinator, Hope View School
Huntington Beach, California

Resource Persons

Mrs. Theodore R. Keiler, Suburban Recruiter
Mill Valley Schools, Mill Valley, California

Mrs. Karl Mosher, Volunteer Program
Diocesan of Oakland, Oakland, California

Recorder — Mrs. Edna Hathaway,
Pinole, California

GROUP C — RECRUITMENT — URBAN — Cypress Room

Discussion Leader — Mrs. John H. Dills,
President Board of Volunteer Bureau
of San Francisco, California

Resource Persons

Mrs. Ila Calloway, Co-chairman
Orientation and Training of Volunteers
Oakland Public Schools Volunteer Program
Oakland, California

Mrs. Oscar Daniels, Recruitment Chairman
San Francisco Education Auxiliary
San Francisco, California

Mrs. Diane Frost, Volunteer Recruiter
Richmond, California

Miss Sue Lim, Para professional tutor
San Francisco, California

Mrs. Pat Wadleigh, Volunteer Recruiter
School Resource Volunteers, Incorporated,
Berkeley, California

Recorder — Mrs. Dorothy Benson,
Kensington, California



DR. ELI M. BOWER

GROUP D — PRESERVICE AND INSERVICE TRAINING OF VOLUNTEERS — Walnut Room
Discussion Leader — Eugene McCreary,
Professor Department of Education
University of California
Berkeley, California

Resource Persons
Mrs. Margaret H. Duffy,
Training and Education Supervisor
San Francisco Volunteer Bureau,
San Francisco, California

Mrs. Mary Hiatt, Principal,
Olive School Volunteer Group
Novato Unified School District,
Novato, California

Mrs. Eileen Payne,
Instructor of Volunteers
Canada College, Redwood City, California

Hal Ulery, Director of Curriculum
Ocean View School District
Huntington Beach, California

Recorder — Mrs. Natalie Salsig,
Kensington, California

GROUP E — VOLUNTEER — STAFF RELATIONSHIPS
— Windsor Room

Presiding — Miss Constance Roach,
Past Chairman
Oakland Public Schools Volunteer Program
Oakland, California

Panel:
Teacher — Mrs. Valerie O'Brien,
Second Grade
Emerson Elementary School,
San Francisco, California

Administrator — Mrs. Helen Spence,
Curriculum Coordinator
Richmond Schools, Richmond, California

Volunteer — Mrs. Margaret Sparks, Director
Richmond School Volunteer Program
(former volunteer)

Resource Persons
Joseph W. McMahan, Superintendent
Salinas City School District,
Salinas, California

Mrs. Ginny Schultz, Parent
Oak Manor School, Fairfax, California

Recorder — Mrs. Joyce Frye,
Richmond, California

GROUP F — SUPERVISION, RETENTION AND RECOGNITION OF VOLUNTEERS — Del Monte Room

Discussion Leader — Mrs. Sarah Davis,
Director, Volunteer & Tutorial Services,
Los Angeles City Unified School District

Resource Persons
Clark Collins, Director
Committee of Interested Parents,
Elsinore, California

David Lakin, Director, Elementary Education
Corona, California

Mrs. George Loquvam,
Coordinator of Volunteer Program
Diocesan of Oakland, California

Recorder — Mrs. Barbara Johnson,
Pleasant Hill, California

GROUP G — VOLUNTEERS AND CAREER LATTICE PROGRAMS — Carmel Room

Discussion Leader —
Mrs. Shirley K. Rosenberg
Coordinator, Teacher Assistant Program
San Mateo Union High School District,
San Mateo, California

Resource Persons
Elwyn Gregory, School Community
Service Program
San Mateo Union High School District
San Mateo, California

Mrs. Debbie LaSalle, Director
Career Opportunity Program,
Richmond Schools, California

Mrs. JoAnn Ochoa, Head Teacher Assistant,
Coordinator of Volunteers,
Ravenswood City School District
Palo Alto, California

W. Howard Schoon,
Director, Special Education
City College of San Francisco,
San Francisco, California

Recorder — Mrs. Eugene Lepori,
Oakland, California

GROUP H — VOLUNTEERS IN COLLEGE AND CAREER INFORMATION — Chart Room

Discussion Leader —
John Harrington, Job Counselor
Mission High School,
San Francisco, California

Resource Persons
Mrs. Alice Dekker, Coordinator,
Richmond Volunteer Counseling Program,
El Cerrito, California

Mrs. Cappy Greene,
Captain of Volunteers in College —
Career Information,
Galileo High School,
San Francisco, California

Mrs. Elizabeth Marcus, Dean of Girls,
Lowell High School,
Coordinator Peer Group Guidance,
San Francisco, California

Mrs. Robert Summerville, Member,
San Francisco Industry and
Education Council and
San Francisco Education Auxiliary
San Francisco, California

Recorder — Mrs. Leon Seyranian,
Oakland, California

FRIDAY, APRIL 16, 1971

10 A.M. Buses leave for on site visits to observe special projects using volunteers

10 A.M.

GROUP A —

WORKING WITH NON ENGLISH SPEAKING CHILDREN

Chinese Education Center,
Commodore Stockton Annex
954 Washington Street,
San Francisco, California

Chinese Bi-lingual Demonstration

Resource Persons

Nicholas Bartel, Curriculum Writer,
Chinese Education Center

Miss Rosemary Chan, Community Teacher,
Chinese Education Center

Miss Claudia Jeung, Teacher,
Chinese Education Center

Michael H. Kittredge, Project Director,
Chinese Education Center

Spanish Bi-lingual Demonstration

Resource Persons

Mrs. Lila Heilbron, School Counselor,
San Francisco, California

Mrs. Anne Keating, Learning Specialist,
Le Conte School,
San Francisco, California

Recorder — Mrs. Yvonne Duer,
Richmond, California

GROUP B —

PROGRAMMED READING AND USING TEACHER MADE READING AND MATH MATERIALS

Frank McCoppin Elementary School —
646 Seventh Avenue
San Francisco, California

Coordinators of Demonstration

Mrs. Beatrice Lynch, Project Director,
Sullivan Reading Pilot Program,
San Francisco Unified School District

Mrs. Barbara Moore, Principal,
Frank McCoppin Elementary School

Demonstration Participants

First Grades:

Teacher—Mrs. Mitzi Shinn, assisted by
Miss Joycelin Woo,
para professional

Teacher—Mrs. Elizabeth Gilkey, assisted
by Mrs. Doris Pellet,
para professional

Teacher—Mrs. Marilyn Keller, assisted by
Mrs. Lila Rich, volunteer

Teacher—Mrs. Helen Watt, assisted by
Miss Nancy Dobie, volunteer

First and
Second Grade:

Teacher—Miss Marilyn Cereghino,
assisted by
Mrs. Edna Lane, volunteer

Second Grade:

Teacher—Mrs. Audrey Endress,
assisted by
Mrs. Mona Milam, volunteer

Teacher—Miss Florence Blenman,
assisted by
Miss Maryanne Dobie,
volunteer

Third Grade:

Teacher—Mrs. Grace Young, assisted by
Mrs. Anna Rodriguez,
para professional

Teacher—Mrs. Bette Scope, assisted by
Mrs. Stella Kato, volunteer

Recorder — Joan Boley,
Danville, California

GROUP C —

ENRICHMENT PROGRAMS FOR CHILDREN

San Francisco Museum of Art
McAllister & Van Ness Avenue
San Francisco, California

MUSEUM DOCENTS —

Directed by Mrs. Barbara Moehring
Women's Activity Board of the
San Francisco Museum of Art

AIRLINE HOSTESSES —

Directed by Miss Nancy Hughes
Pan American Enrichment Program
San Francisco, California

COMMUNITY ARTISTS AND RESOURCES —

Presented by Jean Sander
San Francisco, California
Geraldine of Toad Hall
Oakland, California

Hostess — Mrs. Richard R. Miller, Vice President
San Francisco Education Auxiliary,
San Francisco, California

Recorder — Mary Jane Johnson,
Oakland, California

GROUP D —

VOLUNTEERS GIVING INFORMATION FOR
COLLEGE AND CAREERS

Balboa High School,
1000 Cayuga Avenue,
San Francisco, California

Program Participants

Mrs. Jean d'Anneo, Chairman,
Steering Committee of VICCI
(Volunteers In College Career Information),
San Francisco, California

Mrs. Judy Miller,
Coordinator of Volunteers for VICCI,
San Francisco, California

Jim Gordon, M.A. in Education/Counseling
and Guidance, Project Director, VICCI,
San Francisco Unified Schools
San Francisco, California

Mrs. Donna Prichard,
VICCI Team Captain at Balboa High School
San Francisco, California

Tim Mossteller, Business Volunteer,
Standard Oil of California,
San Francisco, California

Recorder — Mrs. Eugene Lepori,
Oakland, California

GROUP E —

WORKING WITH HUMAN RELATIONS STAFF IN
DEVELOPING AND CARRYING OUT PROGRAMS
DESIGNED TO ESTABLISH AN AWARENESS OF
CULTURAL HERITAGE, USING MULTI MEDIA,
Multi Ethnic Project, Oakland, California

Program Participants

Mrs. Robert Hughes, Chairman,
Multi-Ethnic Project
Oakland, California

Mrs. Jack Aikawa, Oakland, California

Mrs. Bennett Christopherson,
Oakland, California

Mrs. Peter Dodge, Oakland, California

Mrs. Mike Grbich, Oakland, California

Mrs. George Matsumoto,
Oakland, California

Mrs. Donald Poulton,
Oakland, California

Recorder — Margaret Toomey,
Oakland, California

GROUP F —

STUDENT TUTORING STUDENT —

George Washington High School
600 - 32nd Avenue
San Francisco, California

Role playing demonstration of high school students
who receive experience and academic credit,
tutoring junior high and elementary students.

Resource Persons

Mrs. Irving Klompus, Vice President,
San Francisco Education Auxiliary,
San Francisco, California

Mrs. Margaret Winthrop, Teacher,
George Washington High School
San Francisco, California

Richard Castile, Teacher,
San Francisco Unified Schools
San Francisco, California

Recorder — Mrs. Walter Starr,
Tiburon, California

FRIDAY, APRIL 16, 1971

LUNCHEON MEETING

00 noon—2:00 P.M.

Buses from On site Visits to Joe Jung's Restaurant
881 Clay Street, Chinatown,
San Francisco, California

Presiding—Dr. George Karonsky,
Administrative Assistant,
Education Information,
San Francisco Unified School District

Speaker—John Bremer, Academic Dean
Newton College of Sacred Heart,
Newton, Massachusetts

EDUCATION AS A FUNCTION OF THE TOTAL COMMUNITY



JOHN BREMER

2:30 — 4:30 P.M.

**CONCURRENT DISCUSSION GROUPS—
SIR FRANCIS DRAKE HOTEL**

GROUP A—

**TECHNIQUES TO HELP CHILDREN READ—
Tudor Room**

Discussion Leader—Dr. Ervin Rose, Director
Education Improvement Service,
Lanham, Maryland

Resource Persons

Albert S. Owen, Jr., Principal,
Edgemont Elementary School
Riverside, California

Mrs. Ken Schippelman, Parent Tutor,
Oak Manor School
Fairfax, California

Mrs. Sybilla Shellydy, Special Teacher,
Oak Manor School
Fairfax, California

Harold Zier, Director,
Office of Volunteer Service
Denver Public Schools,
Denver, Colorado

Recorder—Mrs. Elizabeth Peterson,
Pleasant Hill, California

GROUP B—

ENRICHMENT VOLUNTEERS—Carmel Room

Discussion Leader—Mrs. Barbara Leighly,
Vice President
School Resource Volunteers, Incorporated,
Berkeley, California

Resource Persons

Mrs. Julie Battle,
Community Resource Director
School Resource Volunteers, Incorporated,
Berkeley, California

Mrs. Alex Boley,
Danville, California

Dr. Lee Mahon,
Elementary Education Office
San Francisco Unified School District
San Francisco, California

Mrs. Maurice Oppenheimer,
Volunteer in Creative Drama
San Francisco, California

Mrs. Anne Wallach, Teacher,
Lowell High School
San Francisco, California

Recorder — Mrs. Dorothy Benson,
Kensington, California

GROUP C —

MATHEMATICS TUTORING — Stratford Room

Discussion Leader —

Mrs. Dorothy Sharman, Chairman
Math Department, Santa Barbara Schools
Santa Barbara, California

Resource Persons

Jess Centeno, Account Coordinator,
Metropolitan Life Insurance Company,
Math Tutor, San Francisco, California

Mrs. Carol Johnson,
Assistant Professor of Education
Frederic Burk School,
San Francisco State College
San Francisco, California

Recorder — Mrs. Natalie Salsig,
Kensington, California

GROUP D —

YOUTH TUTORING YOUTH — Walnut Room

Discussion Leader — Jack Maguire,

Assistant Director
Volunteer and Tutorial Services,
Los Angeles City Unified School District

Resource Persons

Robert Clarke, Principal,
Coalinga Unified School District
Coalinga, California

Steve Parsons, Student Volunteer,
Whitehill School
Fairfax, California

Miss Madelaine Reichert,
Student Coordinator,
Washington High Teachers' Aide Program
San Francisco, California

Recorder — Mrs. Elizabeth Greer

GROUP E —

PROGRAM EVALUATION PROCEDURES —

Chart Room

Discussion Leader — Dr. Louis H. Falik,
Associate Professor
Department of Counseling and Coordinating
Counseling/Learning Clinic,
San Francisco State College,
San Francisco, California

Resource Persons

Mrs. Elliott Geigenbaum,
Program Evaluation
San Francisco Unified School District

Dr. Irene Hypps, Director, Project VOIC
Washington Technical Institute,
Washington, D. C.

Mrs. Alta Meldrum, Vice-Principal,
St. Helena Elementary School
Coordinator, St. Helena Community Aid
St. Helena, California

Dr. Norman E. Wallen, Professor
Interdisciplinary Studies of Education,
San Francisco State College,
San Francisco, California

Recorder — Mrs. Arlene Hartman,
Richmond, California

GROUP F —

COLLEGE VOLUNTEERS — Windsor Room

Discussion Leaders — Dr. E. Lance Rogers,
Director COIL and Tutorial Program,
City College of San Francisco,
San Francisco, California

Miss Judith Wanschura,
Community Projects Office,
University of California,
Berkeley, California

Resource Persons

Miss Chris Bried,
University YWCA, Berkeley, California
Berkeley, California

Mrs. Ellen Helmgel, Program Director
Richmond Project
University YWCA, Berkeley, California

Norman Stahl, College Student Volunteer
San Francisco, California

Recorder — Mrs. Joyce Frye,
Richmond, California

GROUP G —

EXTENSION OF SCHOOL VOLUNTEER SERVICES
TO THE COMMUNITY — Del Monte Room

Discussion Leader — Mrs. Sydney Bloch,
Public Health Educator,
Mill Valley, California

Resource Persons

Miss Jewell Chamber,
Volunteer Program Specialist
Volunteers in Education,
U.S. Office of Education
Washington, D. C.

Mrs. James MacNichols, Co chairman,
Parent Information Council,
Mill Valley PTA Council,
Mill Valley, California

Mrs. Nita Parsons, Director,
Danville School District
Volunteer Program, Danville, California

Theodore Rose, Area Coordinator
San Francisco Involvement Corporation,
San Francisco, California

Mrs. Ellen Rosenau,
School Lunch Program, PTA Council
Richmond, California

Recorder — Mrs. Joanne Busby,
Richmond, California

GROUP H —

SENIOR CITIZEN VOLUNTEERS—Cypress Room

Discussion Leader — Mel Spear,
Associate Regional Commissioner
SRS/DHEW, Region IX,
San Francisco, California

Resource Persons

Mrs. Glenn S. Bennett, Volunteer,
San Francisco, California

Mrs. Nat Feinn, Volunteer,
San Francisco Education Auxiliary,
San Francisco, California

Carlos G. Franklin,
Spanish bi lingual volunteer,
San Francisco, California

Recorder — Mrs. Margaret Toomey,
Oakland, California

SATURDAY, APRIL 17, 1971

9:00 — 12:30 **GENERAL SESSION** Empire Room

Presiding: Dr. Albert Piltz, Regional EPDA Coordinator,
BEPD Program, Office of Education,
Region IX, San Francisco, California

9:00 A.M. **Panel Presentation — EDUCATION — INDUSTRY —
ONE COMMUNITY**

Moderator: Dr. Harley L. Sorenson,
Coordinator of Special Curricular Services,
Alameda County School Department
Vice president of Northern California
Industry Education Council

Panelists: Kenneth D. Casteel,
Director Vocational Education
Santa Clara County Office of Education
Executive Secretary,
Santa Clara County Industry
Education Council, San Jose, California

Kenneth E. Hettick,
District Manager, Pacific Telephone
San Francisco, California

Douglas C. Reid,
Coordinator of Professional Employment
Standard Oil Company of California,
San Francisco

Hugh A. Southworth, Chemical Engineer,
Chevron Research, Coordinator TRY —
Tutor Richmond Youth,
Richmond, California

Miss Lillian Upshaw, Personnel Assistant,
ISI Corporation
San Francisco, California

Recorder: Mrs. Joan Boley,
Danville, California

11:00 A.M. **VOLUNTARY ACTION AND EDUCATION —
YOUR RESPONSIBILITY**

Speaker— Dr. Paul Lawrence, Regional Commissioner,
U. S. Office of Education, Region IX,
San Francisco, California

11:45 A.M. **WRAP UP OF WORKSHOP — ASSESSMENT AND
EVALUATION**

Mrs. James T. Ream, Director of Education
San Francisco, California Parent Teacher Association

12:30 P.M. **ADJOURNMENT**

WELCOME

Dr. Zuretti L. Goosby, President, San Francisco Board of Education

I extend to you greetings from the Board of Education and welcome you to the city of San Francisco. We invite you to observe some of our experimental programs in our schools, if time permits, to see how we use the services of volunteers, as well as of para-professionals. Most importantly, you should not overlook the opportunity in San Francisco to see a program of integration in operation in a large urban city, in some of the complex schools involved with integration of black, white and oriental students. You can see volunteers and para-professionals working in these situations, and the fact that the world does not come to an end when these programs exist. You will see that the children are healthy, and physicians and ambulances have not had to be called, to care for the children. You can take the good word back that integration can be accomplished in an urban area, and although we admit that all things are not perfect, I do feel that this is one of the more successful operations with which a school district has become involved, largely due to the commitment of the Board of Education, many teachers, and particularly the community.

The integration of the entire city of San Francisco is going to depend on the participation and help of the community, the parents, and the volunteers. Many volunteers have been very instrumental in planning, and this same enthusiasm and spirit of action is prevalent among our volunteers in the San Francisco Education Auxiliary, and among your volunteers. The growth of the school volunteer movement in the United States is a healthy one, and when we consider what is happening to other school districts, it will be more necessary in the future.

Our recent teachers' strike in San Francisco has caused us to investigate situations in other cities. A recent fact sheet published states that in Lincoln Park, a suburb of Detroit, Michigan, teachers have been laid off for a period of three years, and children attend school about 2 1/2 to 3 hours a day, because of a shortage of funds. In Ohio, the state is 14 million dollars short of funds to enable them to complete this school year; next year, if additional monies are not found, they will have to dismiss 1,834 teachers, out of a total of 2,800 and class sizes will increase to 66 and 83 pupils at the secondary level. We all say, maybe we are going to find money, but I don't think that this many school districts throughout the United States are going to find that much money. Realistically, we are going to have to be creative, innovative, resourceful, and intelligent about how we address ourselves to the problem, to continue the important job of education, even with limited funds available.

In Cincinnati, they dismissed about 365 teacher aides and assistants in order to conserve money to complete the year. Philadelphia may have to end the current school year three or four weeks early to make their money cover their operating expenses. Chicago will have to dismiss 4,000 of its 25,000 teachers this fall, unless the state finds 60 million dollars additional funding. Detroit will have a 29 million dollar deficit, and has dismissed 192 substitutes, and eliminated certain programs. Los Angeles has been cutting services for three years, and they are facing a 40 million dollar deficit for next year, and have reduced physical

education and driver training programs. The nation and cities are facing some dire consequences.

Unless voters grant an increase in the maximum tax rate in San Francisco, in November or next June, we shall have to curtail certain expenditures and capitol outlay, and already have had to curtail textbooks and supplies. Windows broken by vandals, stolen mimeograph machines and typewriters are not going to be replaced as quickly this year as they have been. Unless there is a tax override, we are going to be in a serious position for fiscal year 1972 - 73. Hopefully, there are some state remedies forthcoming, but we in education get very pessimistic about the "Promises, Promises, Promises", and then the 25% delivery of assistance.

The importance of public education is of such magnitude that we are going to have to find ways to creatively, innovatively and resourcefully use those funds that are available. When I think about increasing class sizes to 50, 60 or 70 students, and shortening the school day to 2 to 3 hours, then we can begin to see what role volunteers can play. If we have a commitment to public education, and the value of the mixture of different classes and races of children, from different life styles, so that our children reach young adulthood with some experience and ability to handle themselves in various situations, with good and bad people, with black, brown and yellow people, and if we feel that public education is important in contributing this to our young population, the school volunteers are going to see their role increasingly important. The use of volunteers will increase in importance in school districts that are unable to adequately staff classrooms and to extend para-professional services. The response to the need and the concern of parents and community people will be a good one.

Our board and superintendent have been very impressed during the past two years with the quality and caliber of volunteers and with their efforts to increase their efficiency in working with children. Excellent orientation programs are conducted to tell parents how to help their child learn to read better, with his mathematics, English composition, etc. Not only is it important to recruit big-hearted people to volunteer, but it is important to give them tools to do a more efficient job; this training helps teachers to overcome their reluctance to use volunteers, if they can see they are trained to be an aide and not a threat to them. Training for volunteers can be extended to parent-teacher groups, mothers' clubs and others in the community. We need to give greater meaning to the words "community participation" and to involve those parents who do not have college training and the sophistication and experience in educational institutions.

Every year when the president of the volunteers' group addresses our board, to give the annual report, I always feel very inadequate that all we can do is to say thank you for such splendid cooperation and assistance. School board members need help to know how to increase the morale of volunteers, so that they would feel that their efforts are truly appreciated. Robert Kennedy said, "Some men see things as they are, and say why?", but some say it can't be done and let's go on with the status quo; then he said, "I dream things that never were and say, why not?" Volunteers see the things as they are, say, "Why not?" and try to alleviate the problem and improve the situation.

NEW CONCEPTS OF THE USE OF VOLUNTEERS IN EDUCATION

DR. ELI M. BOWER

Dr. Eli M. Bower is Professor of Education, Division of Educational Psychology, at the University of California at Berkeley. He was educated at New York, Columbia, and Stanford Universities. Professional appointments have ranged from high school teacher to many consultant positions, mostly in California. Dr. Bower spent eight years at the National Institute of Mental Health to plan, promote, and develop research and demonstration programs in school mental health. Currently he teaches, plans, promotes, and is developing a joint Doctoral program between San Francisco State College and the University of California. A prolific writer, his list of papers are quite large in the areas of professional matters, particularly in the field of mental health and special education.

I did not volunteer for this job, but last night, I became a volunteer. My wife came over, ashen gray, and I had a feeling that someone had died, and she shoved three papers in front of me and said, "Sign, give me all your money". And she took it all. And for what I'm giving for what I got, I think I'd just as well be a volunteer. It's a very painful process. I often used to say, I am not paying enough taxes, I should be paying more. I think I've reached that point now, and I'd like to go the other way.

I should tell you a little bit about the way I communicate, so some of you will not get too frustrated and hit me on the way out. Many of the things I say will not be too clear. I'm not going to tell you exactly what to think, or what you should say, or what you should write down. I think I'll leave that to you. I'm going to give you some of the hooks or anchors around which you can make your decisions about things like that and let you decide for yourself where you think you ought to go, and especially where you ought to go in the area of volunteers.

A number of years ago there was a man named Robert Benchley, who enrolled at a small eastern college up near Boston called Harvard. He was one of the great film actors, and this story is told by his son Daniel with some relish. Benchley enrolled in a course of international law, and he was known by his colleagues as being not too serious a student. As a matter of fact he had almost flunked out a number of times, and to enroll in a course like this was taking your life in his hands. Law itself is pretty complicated, just developed by people, and international law is even worse by going across cultures, etc. Samuel Grafton Wilson, who was the instructor, the famous professor of international law, was very pleased to see Mr. Benchley sitting in the hall for the first lecture. He showed up for the first lecture, and thereafter was not seen again, until the last. Unfortunately when he walked into the last session of the course he was given, as you would no doubt guess, a final exam. His colleagues were very much interested in what Mr. Benchley was going to do with the final exam, considering the fact that the first question went something like this: discuss the arbitration of the international fisheries in the North Atlantic ocean in detail, with respect to hatcheries' protocol, hook, line and sinker procedure, and purse seining, from a) the point of view of the United States, b) from the point of view of Great Britain and c) from the point of view of Canada. Benchley picked up his pen and began to write

furiously. This was just too much for some of his colleagues, considering he had not attended any of the lectures, and this was a complex question. It seems later that he didn't pass, but his response to the first question, which took him quite a bit of time to do, went something like this: I know nothing about the arbitration of the international fisheries problem in the North Atlantic ocean, with respect to hatcheries' protocol, hook, line and sinker procedure, and purse seining from a) the point of view of the United States, b) from the point of view of Great Britain and c) from the point of view of Canada. Therefore, let me discuss the question from the point of view of a fish.

Now that's what I want to do this afternoon, is take a look at your problems from the point of view of a fish, which is a little upside down, looking at the question of volunteers and at the social system in which we are involved, and trying to figure out how come this has happened, should it have happened, and should it have happened the way it is happening? If you were to go upstream and look where fish come from, you would find three raging torrents of what's happening today, that almost predict the fact that we will be using many, many people in many, many different ways than we have used them in the past, and that the use of such people is preordained and absolutely necessary. The first thing that has happened is that schools have become not places where nice people go, but places where you have to be, because there's no other place for you, when you are a child. At the age of six, you have no choice. Everyone else is bigger than you are and you get pushed into school for a long period of time. Six to sixteen, ten years, is quite a long sentence. I imagine that most children are not aware that it's going to be that long. Otherwise they would probably opt out long before they do. But what has happened is that this kind of an experience is not now a matter of choice. It has become a basic necessity. Education has become a basic commodity, like food, shelter, and clothing. We can no longer afford to have people grow up in our society who are educationally incompetent. I'm not talking about education as knowing Sir Walter Scott's Lady of the Lake, or knowing how to diagram a complex sentence (which I always thought was a waste of time), or to solve a quadratic equation (which I always felt was fun, but I haven't figured out what it was for). Maybe it wasn't for anything, just to have fun. That's exactly what mathematics is, it's a way of having fun with symbols, but my math teacher never told me that. She always told me that I used it to measure the height of trees, and to figure out how far it was across the river. But mathematics is the highest symbolic form that man has ever invented. It is the system of symbols which is pure, in essence and it has great utility, just for playing around with, and why not. You can't do it with language because people always listen. They expect you to communicate with language but you don't have to do that with math.

Education has become a basic human commodity. You have to be able to deal with the symbol system in which we are living. We are changing from a community, from a land that has to do, for example with the production and distribution of food, to a nation which is now involved in the production and distribution of knowledge. Knowledge has become the basic human commodity. A child who goes through the school system unable to function is not only disenfranchised from working, but he is disenfranchised from living, and it is a matter of life and death for those children who cannot come through the school system, or any other system, educationally prepared to deal with a society where the transactions and coding and uncoding of symbols is really the main kind of occupation. Think of what you do every day, and of all the things in which you are involved, in this kind of a society and think of a person who has to come out and be able to function. People could be people in the old days. You could do a lot of things, do things physically, and work physically. Now we have machines that will do anything that a person with a seventh grade education could do, and do it better.

What we're talking about is an institution that has changed in terms of its direction. It is no longer the teacher in the class, but it is everybody. Now that we have 35 to 40 million kids waking up every day to go to school, to elementary schools alone, we have to think of ways in which we can insure that kind of development for every single child. There is no way in which we can miss anyone, every single child, and especially those children who are going to have more difficulty in doing this.

The educational institution has changed markedly because of the social problems and the social development in our society, and the school is no longer something you can look back at and say, "Well, if the kid can't go to school, we'll do something else". There is no something else. Like saying if a child can't live in a family, we'll do something else. There is no something else. You either have a family to live with, or you don't, and either you educate children, or you don't. If you don't, then you'd better be prepared to pay the price, and the price is very, very high.

Secondly, another stream which is coming down in this area, is the stream of looking at services from a one to one, from a consumer to a professional, as if this is the only way in which people can be helped. This is happening in health services, and it's been happening in educational services for a long, long time. It is no longer possible to think of the consumer, in this case the student, and the teacher as the two ends of a pole, and that there is nothing in between. There is a great deal in between. In the first place, if we're going to educate all children, we need a lot more help. We need to adopt what is called, in essence, a public health approach. Public health is not the same as health but is saying, "Let's find ways to make the water clean so that we don't have to clean it up in the first place, or let's find ways to make the air breathable so that we don't have to work in a smog reduction kind of thing". Public health has to do with how you look at a social system, in such a way that you can make it go better, and that you can see to it that people are served in that system, without having to deal with the casualties. Back in the 1820's, John Snow was brought in to deal with an epidemic in London, which happened to be a cholera epidemic. They knew nothing about cholera in those days, they didn't know anything about bacteria, and John Snow asked where were the people who were getting sick. They happened to be living right around a little area, so he began to plot where the people were, and he said, "Look, here's an area over here where people are not getting sick" (it happened to be a brewery). People weren't drinking water there (you can imagine why), and this gave them a clue to perhaps what the difference was between people on this side and people on that side. These people take the water from the corner of Broad and Cambridge Street and those people drink their own products and maybe it had something to do with the water. He didn't know why it had something to do with the water, he didn't know what was in it, but he capped the pump and didn't let people drink it and the epidemic ended. I hear at meetings many places the notion that we need more research to do something. Snow could have had a lot more data on what he did but he had enough to cap the pump. He didn't have to find out that there was a cholera bacteria and that cholera was carried by dirty water, and that the sewage lines were emptying into the pump etc., etc. If he would have been living today, it would have taken him five years to get a grant together! We act on the basis that there's always a little bit of knowledge, but if we have to wait until we know everything, about everything, before we do anything, we'd still be living in caves. It is a way, you know, and every meeting ends with a plea for more research. What it means is that we don't have any more money to give you and

let's find out some more, before we do anything.

In the area in which you are working, it is absolutely imperative that the whole volunteer program in the schools not only be expanded, but be implemented as one of the basic programs in American education. It has to be this way. I've often had wild thoughts of taking the whole University of California student body, (of course they won't let me, I'm sure), and going to Richmond and say, "Alright kids, we're going to work in this system, all 30,000 of us, and each one of you is going to be responsible for education, working with teachers, etc. At the end of this year we want to have some sort of tangible evidence that something's happening". Thirty thousand, and I have no compunction; if they would let me do it, I'd do it tomorrow, start it as soon as possible. I think that there would be no problem in getting most of the students, even the engineering students, to assist. This is the second of these two tributaries that I mentioned.

The third tributary is the fact that knowledge is becoming so impassively quantified. We're learning so much and there's so much to learn; and the more you learn, the more you need to learn that the stream of knowledge is just uproariously heavy. It is no longer possible to tell somebody everything that there is, nor is it desirable. Knowledge is usually packaged in long, narrow pipes, called discipline, and they are dispensed by people called scholars, who control the access to the pipes; but the pipes are walled off from each other in such a way that one discipline does not interfere with another. So you get people who are piped into the long, narrow disciplines and when they come out you have to press the right button to get them to respond to the right pipe. It is very difficult if you cut across pipes, because then you have an integrated person, who is wise as a result of his education, not just knowledgeable, and that's something you want to avoid. What is happening now is that some of the students are saying, "You know, I don't mind being a long, narrow pipe, but I'd like to find that some of that stuff relates to some of the things that I am concerned with now. What I'd like is something that cuts across. I'd like some kind of coordinated study, something which gives me the basic concepts with which to deal with the world today." And so what we're looking for today are ways of mediating knowledge. I'm going to use the term mediating because I think that what we need in this world are mediating adults. A mediating adult is a person who is conceptually oriented, a person who can take knowledge and help another person understand it. It is not a person who whirls down a deep hole in the brain and pushes in stuff, but a person who is able to build a bridge between you and someone else, across which certain kinds of traffic can go, both ways. Now that is the kind of person we are looking for, and that kind of person is found among your ranks. There are some professional people who can do this too, but I have problems doing this because I am so concerned with some of the other things. You may not be. You may be much more effective as a mediator than many of the professional people with whom you work.

We were talking at lunch about a problem of volunteers working with emotionally disturbed children, whether or not volunteers are able to do so, because of their lack of training. I would say that sometimes lack of training is a great asset in working with emotionally disturbed children, because you are working with a kind of irrational human being. You don't have to know, you have to have the right feelings. Feelings and knowing are not necessarily the same. If we could take just the surplus amount of mothering that is left over in our society, tap it and put it in some sort of energy system, we could revolutionize society in no time, to say nothing of the surplus fathering. In a sense, that is what you have in many of the para-professional

and volunteer programs. If you take these three streams of action, these three roaring, growing kinds of trends are moving in on the schools in a very, very heavy way. They are saying, "We have to do something to implement these kinds of behaviors". It is no longer possible for a teacher to act as a mediator for 30-40 kids, and the area of knowledge is such that you have to have a mediating person around, in order for knowledge to mean anything to the child. There has to be a level of trust between the person who is mediating the knowledge, and the person who is receiving it, and the trust has to go both ways. Often the trust is something that you develop over a period of time.

There was one young man in one class who was taken out for some remedial math by one of the teachers. The teacher spent every day with him for a period of three months, at the end of which time nothing had happened. But he persisted, and one day about the third month the young man, who was kind of not going anywhere, looked up at the teacher and said, "You know, I think you like me", and by that time the teacher had fallen off his chair. "What do you mean I like you?" "Well", he said, "you really want me to learn all this". He had been testing the teacher for three months as to whether or not he really meant it and at the end of that period he changed markedly, and began to really pick it up, and the teacher was just stunned by the change that took place. But everything that had happened prior to that, had to happen before learning was to take place. This kind of testing goes on all the time. You can't do it with professional people. Professional people have too many other things to do. The chief mediators of our society, of our school system, are going to be the people like you. They are going to have to be people who have feelings for children, who have feelings for what needs to be done. I don't really care about your volunteering, I'd rather pay you something. I'd rather see materialize this kind of a career person, to whom children can develop some sense of trust on a one to one basis, or on a two to one basis, and there have to be people around that can do that.

There is no point in developing a system of machines, computers, etcetera, if we are going to develop human beings. The object of education is to develop civilized persons who are competent, not necessarily scholars. We are dealing with a system of education in the United States which is intended for all, for every single person. We can no longer afford to think of it as something that is done by just a teacher, with some sort of magic wand, even in school systems where there are no classroom walls, where the egg crate has been reshaped into what Silberman calls the open school system.

I listened very carefully to the morning session and was very struck by some of the problems. It is always true that those school systems that most need this kind of help usually have the least amount of resources. We have to do something about that. If this program is going to work, it has to go to the place where it is almost absolutely necessary, and it has to go into the school systems that have the greatest need for additional personnel and we are going to have to work out something along this line. We also have to help the educational system understand that children need more than just reading. You have sessions on what you do to help children read, and how to help children learn math, etcetera, but there is a whole other area, the children with a great number of problems. We have children who have individual needs, children who can't see, who can't hear, who have brain injury. Within the school system we have a tremendous number of children who have individual needs, and they, too, need some help in this whole field of education. We have a lot of volunteers working in the

school for the blind, right next door to us at Berkeley. As volunteers, they are very much concerned that everything ought to be great with the kids, with the school, and of course the children who live there. They see it through the eyes of what is wrong and what ought to be changed now and pretty soon they have a whole long list of things that ought to be changed. We finally had to go over and meet with the staff and resolve some of the issues and both the volunteers and the staff learned quite a bit from each other. As a result, I think they are very pleased with the kind of input that volunteers can give to the ongoing education of blind children at the School for the Blind.

It occurs to me that after a while professionals have to develop a certain coldness to their job. I think it is very rare when a professional can keep the emotional intensity, when he works at the level that teachers or physicians or attorneys do. They can't be the kind of person that a volunteer can be, who can keep his zest, because it is not his whole life. A professional, to maintain his own mental health, has to keep himself out of all the emotional involvement, keep himself in it in such a way that he is effective, but keep himself out of it in such a way that he can go on to other problems, and not get so immersed in what he is doing that he gets bogged down in a particular area. The youth who work in some of these volunteer programs so often find it quite difficult to understand what happens to you when you get out into the professional world, how cold and aloof and unfeeling you are. Some who have been out for two or three years come back and say, "You know I used to think that that wouldn't happen to me and here I am reacting in much the same way". So there is a role for a professional person, but there is also a role in the middle for a person who doesn't have to compromise some of his professional awareness of the job, and can be the mediating adult.

We don't really need more research. What we need is more people in the schools, and all kinds of people. We need them mostly in the inner city school, a great number in the elementary grades, a great number in the high school grades, and some in the preschool programs. We need every bit of help that we can get to insure that the population of all children in the United States comes through this period of life which we call childhood, and can become competent, effective adults. I used to work at a school for emotionally disturbed children, and I often wondered about how quickly some of the kids became emotionally disturbed, and how easy it is for us to produce the kind of disturbance in children by the way we arrange our institutions to produce this kind of thing. Wouldn't it be easier and simpler to do it the other way around, by arranging our institutions in such a way that this would not happen. We need to put together a social system, with the two basic institutions, the family and the school, that have most of the responsibility for the growth of children and therefore most of the responsibility for the kinds of adults that we produce. Could we arrange it in such a way that every child born into this society really had the best chance of being the best kind of person he could be? Is that so difficult? Is that so idealistic? I don't see that we can possibly not do it. We have no choice, because if we don't do it, the price for not doing this is something I don't think we can pay.

EDUCATION AS A FUNCTION OF THE TOTAL COMMUNITY

JOHN BREMER

John Bremer, the 43 year old creator and original director of the Parkway Program, and author, came to Philadelphia in August 1968 from New York City where he had been superintendent in one of the three decentralization districts. Prior to that he was professor at the Brooklyn Center of Long Island University and at the New School for Social Research in New York. From 1962 to 1966 he was professor in University of Leicester, Graduate School of Education, working with prospective and practicing teachers in the Leicestershire Plan schools, developing new methods of teacher training and new approaches to learning, and publishing. Mr. Bremer originally came to the United States in 1951 as a Fulbright Fellow; he has graduate degrees from the University of Cambridge, the University of Leicester, St. John's College, and has worked also with the Tavistock Institute of Human Relations. In 1965, he became a member of the British School of Archaeology in Athens, and was elected a Fellow of the Royal Geographical Society in 1966. Since 1946, when he taught in a one room elementary school, he has had a wide experience in education at all age levels and in all types of institutions. He is now Academic Dean of Newton College of the Sacred Heart in Newton, Massachusetts, and Director of The Institute for Open Education.

In order to make a presentation on education as a function of the total community of significance to you, I'd like to talk about what seems to be of significance to me and hope it will be of service to you. Education is everybody's business and this is all that the rather presumptuous title of this talk means - that education is a function of the total community. This means that it is everybody's part, it is everybody's business, but immediately I find that I have a problem, because what is business? Presumably, business is something out of which we make money. For some time I have experienced, but now am beginning to see intellectually that it's true, that money, as least as far as I'm concerned, is obsolete, and rather useless to solve the problems of education. It is not that we don't think we'd like to have more, but the problems of education cannot be solved through money simply because what we need in education cannot be bought. My own view would be that what we need in education is a new love affair. I'd just like to put to you very simply the basic problem I see in education has to do, in its extremest form, with love, and in a milder form, it has to do with the human and interpersonal relationships that exists between people. If through the processes of education we do not increase the extent of our community, then nothing of what we do is of any value, but on the contrary it is a positive detriment to all of us and to our society. The general function of education is to create the community which we lack. Unless our work in education enables us to strengthen and establish the sense of community being bound together with a common cause, then it will not help us one iota in the future, and we're all doomed to failure. But what that means is that I really do not know what it means to be a volunteer. If you make the simple distinction between the professional and the amateur, which is a time honored distinction in a lot of things, then you are stuck with the proposition that you are professional if you make money at it, you are an amateur if you don't. That isn't really a satisfactory arrangement, as far as I'm concerned. Sometimes you have the notion that the professional has an auxiliary, an aide, a volunteer of some kind, who is really inferior but is just cleaning up the mess and the dirty work that the professional is too skilled and too aesthetic to have to bother with. Nonetheless, that is also a very

unsatisfactory way for you to think about yourselves as volunteers, and certainly for me to think about volunteers in education. Education cannot be performed by any one person, no matter what his title, his training, his station or status, his prestige, or his salary, if any. There is a sense in which everybody in the society of the future is going to have to be a volunteer teacher. And this is true all the way down the line. One of the most memorable discussions I ever had was with Eleanor Roosevelt. We were talking about the partnership of the politician, and I asked her how she thought her late husband had seen the tasks of the presidency. She said, "He always said that the function of the president was to maintain a conversation with the people". What that means is that you open yourself to interaction, to conversation. Conversation is what I'm doing now, just talking, and I hope there'll be a time with you when I can listen, but at the moment I'm talking. I need to listen as well. Eleanor Roosevelt claimed her husband saw the politicians' task as being one of speaking to the people, and listening to the people and, in that sense he was both a volunteer teacher and the volunteer student. If I have to criticize politicians, not Mayor Alioto or any other local statesmen or politicians here, but in general, it would be that they very seldom see their task as being one of learning. I think that in the future they're going to have to see that they need to learn and that the qualifications for leadership come out of the capacity to learn, and not of the capacity to manipulate, or teach, in the old-fashioned sense.

Let me tell you about the Parkway program, which is not totally unrelated to these thoughts but perhaps is certainly more concrete and more easy to deal with. In the first place, Philadelphia is a rather old, and in some ways, reactionary city on the Eastern seaboard of the United States, with a long and generous history, going back to a time when William Penn made a deal with some Indians. Not being in Philadelphia, you should know that one of its greatest citizens had on his tombstone the inscription, "I'd rather be here than in Philadelphia". That was W.C. Fields. He was the man who when asked, "How do you like children?", replied, "Well done". Philadelphia is not exactly the most swinging and forward looking city. It has a long tradition of civility among certain sections of the community, culture with a capital "K", and it also has a long tradition of oppression and deprivation, slum dwelling, and all the other things that anybody who lives in the city knows about. I went there in 1968 to set up a non-school. What I tried to do was to re-think through this problem, and you might like to do it yourselves. You don't need to agree with me, it doesn't matter whether you do or don't, but there are a million ways to educate, many ways to learn, and there isn't one answer. What I was trying to do was to re-think through the problem - what would I do if I had a group of students who wanted to grow up to be happy, in their own terms, successful, law abiding citizens. What would I do with them? How would I help them? In the first place it's presumptuous to assume you can help, anyway. I'm not even sure that's the word I want to use, but it's the only word that I have. I wanted to help in some way, "help" is what I wish you would ask yourselves, "What would I do, if I had that responsibility to help young people to grow up into active, participating citizens?" I only know one thing for sure, and that is, I would never recreate the public school system as we have it. That is not the way to do it.

People think that when the public school system was set up, it was wrong. It wasn't, it was right. It did a magnificent job from 1880 to about 1940, dealing with three problems, which could not have been handled in the other way, first, the whole problem of the industrialization and the organization of America, secondly, the hope of a representative democracy, and thirdly, the dealing with hundreds of thousands, millions of immigrants who came to this country, not speaking the language, over the last hundred years. If we were to face this question honestly, what would we try to use to help students, how would we try to help them? I really

don't think that you and I would say the best way is to set up a special building, which we're going to call a school house, like a work house, or factory. We are going to put students in it between the hours of 9:00 and whatever it is that they attend, day by day, for five days a week, 181 days a year, and have them lectured at, by people called teachers, in groups of 30 or 40, whatever it is, and in terms of the subject matter called physics, biology, special mathematics, history, geography or something. That's not the way you do it at all. What would we do? That is a more difficult question to answer. I don't have an answer to it. I think it is very important that I don't have an answer to it. The difference between the old and the new education is simply that in the old education we did have a plan. An expert, a professional, a somebody could blare out in advance, like a factory and then students could go through it to be processed, to come out at the other end, subject to certain kinds of quality control. Of course, they might need to go back to be resprayed, but subject to quality controlled. That is the old way. I want to be clear, it used to work, and I'm not criticizing it for what it did; I'm praising it for what it did. But it won't do for the now, and it won't do for the new, which is, that the planning of an educational program is the first item on the educational programs agenda, and I cannot come along and tell you what our plan of education ought to be. It must be something that the participants themselves, the students, teachers, administrators, parents, business people, religious leaders, politicians, the lot, can create. It cannot be imposed upon them; it has to be created by them. I cannot come and tell you what you ought to do.

I am going to tell you what I thought I ought to do and what I did do, but there is no reason for you to suppose that it would be best for you, for your community, for you and your students. One of the first lessons in education is that you cannot create a community if you set up an educational program that has admissions procedures that separate one from another, if it is competitive, or if it deals with an elite. I was teaching at Harvard last summer and found an application someone had sent in. They are not trying to admit students, what they are trying to do is to get a pedigree, like joining the American Kennel Club. Who is your father? Who is your mother? What did they do? Where did they live? Who were your grandparents? What language do they speak? What does that have to do with anything? The admissions procedure of any education program is the first educational factor at work. We should say from the beginning that if you want an elite, you can get it very easily, but you destroy any chance of creating the community, which is our only hope. What we did in the Parkway program was to have the shortest admissions form on record. It had a place for name and address. I am talking only about the high school level program, although we had an elementary program too. There was a place for your grade to see if you were eligible, a place for your signature, and the only other requirement was that you had the permission of at least one parent, preferably the larger, and that was all. When we ran a lottery, about six months after we began, we had 10,000 applications for this program. Those applications, just a little slip of paper two inches deep, and about eight inches wide, were put in a hat and we had a lottery. There was no selection. If education is going to work in terms of community, you have to have variety within your learning community. I would say the whole push in education towards homogenous groups is educationally disasterous. It may bring satisfaction from the point of view of control or from the point of view of teachers, in certain respects, but educationally it is disasterous. There

also is a strong move toward the individualization of instruction. This is isolating the students, telling them to learn on their own. We cannot afford to do that. The students have to learn in groups. We must learn how to put the power of the group to educational use, and that is our assignment.

An educational group is not viable and cannot work unless the students see that the group itself reflects the larger community in which they work and live. On that basis, in Philadelphia, that means it better be 60% black and 40% white. The law of numbers would not guarantee that ratio in a lottery, so what I did was to do what you expected, rig the lottery. The school district of Philadelphia is divided up into eight separate school districts. We allocated an equal number of places in the lottery from each one of the school districts, and that is how we rigged it. That insured that our student population reflected the public school population. It is very poor education if you don't do that. If you set up a program that is separated, is racist, is isolated, is for the elite, is a special group, it doesn't matter what you teach in the curriculum, you teach separation. There is no way you can avoid it. That means that no matter what you do, in the nicest suburban schools, you will be teaching separation of the races and the separation of economic and social groups. We cannot survive if that is done, and it is done systematically in the Philadelphia area and other areas, too.

After the students were selected for the school through this lottery process, we found we didn't have a building. Now I complained bitterly, how can we possibly evolve an educational program without a building! Really what are you asking us? Quite candidly, it was the greatest thing that could have happened to us. But I didn't want anybody to think I liked it. If anybody could see that I enjoyed not having a school, they would have immediately found one for me. We have a principle in education which is, it doesn't matter what you teach a boy as long as he doesn't like it. The same is true, whenever you work with professionals, that it doesn't matter what you ask them to do as long as they think it is useless. So I complained bitterly about not having a building, but secretly, this was the one thing that made our work possible. I would like to say that the basic curriculum of any educational institution is not what you will find out if you talk to somebody in charge, like the school secretary or the principal. They would tell you that he teaches mathematics, or physics, or biology, but that is not the curriculum. The curriculum is the social organization of the school. That is what everybody has to learn. When you go to school, you know what it is like. You have to learn how to behave; that is what counts. If you behave well, then you can learn the academic things that the school tries to teach you. But if you can't behave, they will reward you by throwing you out. That means, in turn, that the social organization of the educational group or of an educational program has to be thought through very carefully. If you have a school, you can't learn. Why not? Because the school is pre-structured little boxes. If you have a lot of little boxes put together, what do you do with them? You put kids in them. What else are they for? The social grouping of education comes about because of the desire of the school. It is like a factory. So in the box is a teacher who is the operator, pulling the lever, pressing the button, doing things to the student.

If you've ever been to a university, which I hope you haven't, you know they have courses called methods. What is method? Method is the activity of the teacher by which the student comes to learn. That's absurd! That is saying the doctor cures the patient. He doesn't, the patient cures the patient. It is the student who does his own learning, if it is done at all. We have to see teaching as a helping

profession of people who enable others to do what naturally they are able to do anyway, more swiftly, more efficiently and more effectively. And that is all. They are not teaching, in the sense in which we normally use the word, at all. They are helping somebody to learn, which is a very different kind of occupation.

Since we didn't have a school, we weren't committed to classrooms. Since we didn't have classrooms, we didn't have classes. Since we didn't have classes, we didn't have classroom teachers. Since we didn't have classroom teachers we didn't have class students. We were delivered from all the evils that the school supplies. Some of you may feel I'm being very flippant about this, and I agree that I am, but I really take it very seriously. The school subjects that we teach are virtually of no value, in themselves. If there is anybody here who likes Martinis, I would be happy to discuss with them afterwards my education in the social studies. I learned the countries of South America, left to right, learned to spell them correctly, I'm willing to discuss the imports and exports of Australia in 1932 and 1933. If you think that is worthy, you are mistaken. That is my education in social studies. I don't know what you do in your schools. Is it any more relevant? I rather doubt it. The subject matters we inherited from the 19th century don't help us much any longer. Where learning has changed, the schools have not. They have not changed socially and they have not changed intellectually. When the students entered the program through the lottery, they did not enter a building. They entered a program, an activity. They didn't come to a place, a location; they entered a process. What did they do? That is hard to answer, but I'll try to do it very quickly. In the first place, since we had no building, the whole city became our campus. You can justify in economic terms that you don't need money to build a building, and we saved \$500 per student, per year because we needed no capital expenditure. Let's leave the economics on one side, as it doesn't matter. We had a cheap program and I don't want to justify it in those terms. The city has to be the campus for a very simple and direct reason. The city has to be the curriculum. That is what the students are going to learn about. If you want to participate, to live in, to make a contribution, to the ghetto you want out of the city, you surely must know about the city. I don't mean architecturally and physically, although that is one dimension of it. You need to know about social organization, political organization and system, you need to know how to get things done in it. These are political skills, they are managerial skills, they are communication skills and that is the basic curriculum that every student in every school in this country ought to be learning. I don't think very many of them are, because they cannot be on the campus, and they cannot come in contact with their curriculum. In Philadelphia, at the University of Pennsylvania, if you want to learn about the city, you go and you take a course in Urban Dwelling I, followed by a course called Urban Dwelling II, with a graduate seminar on Problems of Urban Dwelling. You don't learn about the city that way; the city is life, and what we have tried to do is to cut students off from the life of our country and then we have complained that the cities therefore have degenerated. Of course they will degenerate if you take away from them the energies and the idealism of the young. What would you expect - the old men would keep cities going? Not on your life. So that is the second thing, the city is the campus because the city is the curriculum.

Let me tell you the time scale. I went to Philadelphia on August 1, 1968. I had a commitment for funds in September of 1968, which was only verbal. It was not formalized until January 2, 1969. On February 4th we had teachers, and on February 17th

we opened with students. You do not need to plan for seven years in order to start educational programs, because as I said in the beginning, the planning is the education. If you do it, and if I do it, the best thing is to throw away what we've done. All the educational benefit has been gathered, while you and I are working together on the plan. Don't put students through it. Planning is a very serious thing and you should not waste your time doing too much of it. Push the boat out - that's all there is. There is no destination to be reached and you can't be sure you're going to get there, by setting up a complete schedule before you leave. The students came then a little later than the faculty. The faculty was really up tight and they said to me, "Look, John, we know when we are going to meet the students because we have designed an orientation program", (about which I said nothing at all, which showed great self restraint), but they said, "What we do not know is where we are going to meet the students". So I put on my most helpful, conciliatory air and I said, "I guess that is your most educational problem". Now, I did that jokingly, but this is a serious business I am talking about. If you live in a city, such as San Francisco, Philadelphia, Boston, it makes no difference, and you cannot go out into the city and manipulate it so that it serves your purposes, you better learn how! There is space available, there is a lot of it available, so go out and get it. You will thereby learn the skills of persuasion, the skills of organization, that will make it possible for you to sustain your learning long after you have left school. Go and learn. I am not joking, as I have a rule in administration, that is driving Dr. Shaheen mad, which is simply this: when I know how to do something, I stop doing it, because when I know how to do something in administration, I then am in a position to support somebody else to learn how to do it, and they also learn how to do it, so I just don't do it any longer. That means that there is a certain amount of disorder. The other system doesn't work either. The thing is, you know, that there is no learning without disorder. If you don't have some element of chaos, some element of disorder, no one is learning anything; all they're doing is going through a sort of highly disciplined routine. They are doing what they already know how to do, and then we think that is good teaching. That is how I approached teaching when I began to teach, I'm sorry to say. It was almost like a performance, in which I mastered the whole orchestra, to work together, and everything was great, but what were we learning? I didn't understand that. Let's not be too afraid of a little disorder in education; without it, there is no learning.

So we got a place - the city. You may be doubtful about the existence of space. Let me tell you that in Philadelphia there are 35,000 separate businesses, and if every tenth business gave us a room for the week, we would increase the total classroom space of the school district of Philadelphia, with 300,000 people in it, by 40%. That space is available, it is there; it is in San Francisco. There is no shortage of space; there is no shortage of people; there is no shortage of expertise. Our problems are managerial and communication problems. How could we manage to organize matters to get people into a relationship with our world and our problems? That is our educational task. That is what Parkway said about the mind and soul.

Let us suppose we are planning for a four term year. It is crazy to have only three terms in a school year. We are not a rural agricultural society, that has to have a harvest every summer, any longer, not even in Des Moines, Iowa. Education goes on all the time; we do not need to close down our schools. If you ran a business the way you ran a school, they would be bankrupt, and no wonder school systems are. You build an incredibly expensive school building. Then you exercise a kind of educational potlatch, I believe is the term; you then say, I'm only going to use it

for five hours a day, five days a week for nine months of the year. That is crazy. We had year round programs, and you should have year round programs too. What happened at the end of each term was this: the students and the faculty were grouped together in common communities of about 160. Don't put 3,000 students together; you know what 3,000 members of the American Legion are like when they get together; but if there were 3,000 bishops in the world, and they were put together, it would be the same! You cannot deal educationally any longer with this large number; you need a small compact group. We found that with our experiment, about 150-160 is a good size. We had three communities, last summer, when I left the Parkway program and more were planned, and each was responsible for its own organization, its own administration, and its own government. If you want students to be law abiding, they have to learn how to govern themselves. You only learn how to govern yourself by governing yourself. You do not learn by going out and looking at the signs. You learn by doing it. So that is part of the curriculum, to learn how to govern yourself as a community of learning. Each community, at the end of the term, would set out to create the catalog of courses for the following term. Let me tell you the source that has been drawn upon. First of all, each community had 8 or 9 full-time, fully certified, and therefore fully competent faculty, and an equal number of university students, undergraduate or graduate, which we call interns. They volunteered to teach as much as they wished, or as little as they wished, whatever they wished, in their area of competency or otherwise. And who else? You know, it is funny, but students know things, so some of the students taught courses. One of the most successful courses that I ever saw in the Parkway program was a course that was attended by three faculty members, given by one of our students in Drama. It was really a superb course. There are always students who know things. We cannot afford to ignore them. They have parents who know things which are very useful, but which somehow, because of our social values, tend to get hidden, or pushed aside. We have to get away from that kind of superficial snobbery, and to realize that anything that is of use in life is worth studying. For example, we have one mother of elementary children who is finishing her internship as an M.D. She wanted to teach at the secondary level of our program, so she offered a course in Child Care and Development. It was taken by four students, three of whom were male, and can you imagine what would happen in the schools if you went out and said, "Hey fellows, we're going to have a real swinging course in Child Care and Development?" This is why we find our students in the Parkway program sweeping up, because they think the place is messy, and painting, if they find something written on the wall if they don't like what's been written there or if it is misspelled. If you go to a school and suggest that, you'll have a riot on your hands. But that is because the school is set up in such a way that it doesn't belong to the students, the students belong to it. The Parkway program is different. If it really belongs to the students, they can do these things and they will. And what happened, of course, was that three young men, in their family life, had problems because they had to look after their younger brothers and sisters, and they didn't know how and so they needed this kind of help, in a very practical way. However, it is not just to be practical, or how to do home nursing, but there is also intellectual content and human maturation for the students who are involved. Why shouldn't they take it, but in a regular school we would laugh, if that were suggested. That shows the foolishness of the structure of the schools that makes that impossible.

So parents taught. Who else taught? We went to the Social Service organizations of the city. When I say we, I did this the first time around. I went to eight

institutions, and I never had to do it again. The students will do this. They are incredibly good at going out and learning the skills of city manipulation. They will go to the Red Cross or the Catholic Youth Organization, or to a church or whatever, and will say, "We're with the Parkway program and we would like to have you help us in some way, if you think you could". I had a rule which they adopted, which was that we never turned away an offer of help. Nor did we ever try to evaluate it. If somebody said, "We want to help", fine! "What do you want to do?" If somebody said, "What can we do?", our answer always was, "We have a lot of things that we need, but you should decide what you want to do". The responsibility of the helper is upon them to say, "This is how I can help". The students went out into the city, and they started talking to people. Social service organizations, museums, libraries, businesses, stores, and to large corporations, and we found a very interesting thing. It was very, very easy for one of our communities of about 160 people, to create a catalog of courses that would range from everything from flying a kite to flying an airplane, with a hundred separate offerings in it, available to the children to choose as they wish. At the end of the term, the catalog was printed, and the students were responsible for that and the distribution. It went home with them, and they, with their parents, chose their program for the next term. There were no judgments that you ought to be taking this, that or the other thing, you have to take this, that, or the other thing. There are far too many things to be known in this world, for you or I to say, you have to learn this. There is too much to know! So the student decided.

The problem in education is not in the setting of goals. I sometimes say that any fool can sit down at a desk and make out a list of educational objectives, and he usually does. What is really difficult is to help a student find a starting point. Finishing points are easy; it is getting started that is difficult. If a student can get started with Child Care and Development or flying a kite, or learning how to swim or riding a bicycle, or doing leather work, or trigonometry, it doesn't matter. I am not going to judge him. I am only here to help him, as much as I can, to get started in the learning process. That is what I am aiming at all the time, how can we find the starting point to learn, not can you reach the following set of objectives. The students and the parents then chose the program for the next term.

Another dimension, of the curriculum, is that the students had to learn how to be free. They have to choose. Choosing, which is what I mean by freedom right now, is something that we do with the alternatives that are available to us. I do not choose whether or not I am going to fly to the moon; it is not something that is available to me. So that is not a choice. But I now have the alternatives before me, and I then have to choose, but I find myself saying, "But I don't know enough to choose", and I don't know enough to choose, and neither do any of us. When we make choices, there always will be a lot of possibilities, and a lot of doubts, if this is the right thing, in any sense of right. Choosing really has to do with probability, not certainty. It takes a certain degree of maturity to accept that. Our students need to learn that, and they do.

Thirdly, in the Parkway program, when you choose, you commit yourself to something for a period of about 40 weeks. It is not throughout eternity, but for a limited period of time, but for that period of time, you are responsible for the consequences of your choice. Otherwise, if there were no consequences, how could you ever choose? It would be like living in a fantasy world, or a fairy tale, where your godmother gives you three wishes; you wish this, you wish that, you wish the other, but you don't learn anything from doing that. Fairy tales are essentially non-process oriented. Fantasy is not educational; it is static. Our students have to learn how to be free, in the sense that they make choices, and are responsible for the

consequences of those choices. They experience something. We know that when we make a choice, we fear that the consequence will always be bad. It is only when somebody else makes the choices, that the consequences are good. You have to experience those consequences and that is the other dimension.

What does this mean in terms of your work? May I say that you don't know. Each one of you in your own way may think that this has some possibility for me, or for my school, or my school system, or my district. You are going to have to work out how. All I can tell you is that until the new political forces which have been brought to bear upon education are used to educational purposes, in a community spirit, we are only going to have confrontation politics over and over and over again. The problem is, how can you work with your administration to change some of the notions and ideas for the improvement of the students? I am sorry, but that responsibility is yours. What I do know is that in the long run, I ought to live in a community. I don't know what that means, because on the one hand, I am a colleague, as they are. I have students in the college who in a sense are colleagues of another kind. I have known something about them and of their work, the people in the town where I live, the state, the country, and certainly, in the world. Earlier this week I spoke at the United Nations to their Education Commission on this very problem. But the community at the moment is undetermined. It may be incredibly large, in the long run, but right now I am here with you, or I am back in Massachusetts with X number of people, and I can trace the problems of the community there, and I must. That means that I ought to be able to interrelate with every person with whom I have contact, and either be a teacher or a student, not to insist that I have to be the teacher because I have a professional status, but to pick up the role of teacher, and to put it down again when I have nothing of value to teach, and then to become a learner. The problem is that you will be doing that, but other people get paid. You may ask, in the Parkway program, were these volunteers, these individual parents, the students, the business man or the religious leaders who taught, were they paid? No, they were not. If you want to make money, get into it; become a professional. But if you want to do something in education, don't let that be a hang-up. You will pay a price of course, and you will be resentful, as you will see that you can do things that professionals cannot do, or do not do. They get paid, and you do not. If you wish to be resentful, there is nothing I can do about it. But if you are resentful, I say get into the professional world; face it and become a professional. But, if you do not have money involved, you can do things in a way that professionals cannot.

One of the reasons why I think money is obsolete is that when you take money, you are bought and paid for. To what extent can you be honest and true to your principles in your occupation, when your livelihood depends upon it? It is very, very hard - it is not impossible - it is merely very hard. Perhaps you have a way of making some clear statements about education and about the educational process, simply because you are not dependent upon the educational system for your living. All I can tell you is that that is a great stand. Sometimes I am asked how much do they pay me to teach, and I get very proud, professionally, and say, "Nobody can pay me to teach. I am paid so that I may teach", but that is not what we are trying. When you have a family, a house, and a car, which the bank owns, in a sense we are under control, and then we become creatures of the system, if we are not very careful. One of the great strengths that you as volunteers have is that you are not subject to that restraint and I hope that you will use it to the full. In this room there is enough power to change American education in its totality, which incidentally, in my own opinion, must come about, and will come about. Why, then do we not change American education if there is enough power here to do it? A very

17

simple reason is, in our community, there are so many divisions amongst us, actual and potential, that can be exploited, that the energy and the knowledge that we have available, in this group, is used working against other members of the same group. We cannot afford to put ourselves under the control of the old system. I beg of you, try to find in your own way how to operate as a community. Perhaps that is the first thing you can do to benefit students and teachers alike, to show them you know how to learn to be a member of the community. It does not mean that you become subservient and a slave of somebody else's wishes, but certainly you could become a cooperator instead of a competitor. That is really what the Parkway program ultimately was all about.

VOLUNTARY ACTION AND EDUCATION - YOUR RESPONSIBILITY

DR. PAUL LAWRENCE

Dr. Paul Lawrence, Regional Commissioner of the U.S. Office of Education, Region IX in San Francisco, is a very distinguished school man who received his doctorate from Stanford University, and holds an honorary degree, Doctorate of Letters from an eastern college. He has covered the whole spectrum of teaching, from kindergarten and secondary to teaching at Harvard and as Professor of Education at Alameda State College. He served as a School District superintendent in California and as Chief of the Division of Higher Education for California State Department of Education. Having published extensively, his national recognition has come from a college primer for Negro youth. Dr. Lawrence is a member of the President's Commission on Employment of the Handicapped and a Life Member of California Congress of PTA. Dr. Lawrence has a genuine feeling for people and a deep concern, not only for educational excellence but the whole social, economic and political matrix which effect the lives of all children, how they learn and how they find their place as useful citizens in the changing world.

I welcome the chance to be with you this morning for a number of reasons. I have listened to what has been said this morning and I feel that you didn't volunteer to come here to San Francisco just to sit and listen but you wanted to be heard. I'm glad that those of you who had the opportunity did speak up, as you were saying some of the things which have been on my heart and mind for a long time. I wanted to tell you though that I'm a little skeptical about this word voluntarism, volunteerism, or whatever you wish to call it. I volunteered a couple of times in my life and I've not been quite sure that the results were what I had expected. The first big voluntary action that I remember was when I was a brand new teacher, one of two male teachers, in a school where for years most of the teachers had been female. We men were very concerned that we would do our part, so when our school was responsible for hosting the quarterly school meeting, I volunteered to help out in the kitchen, since we always served refreshments afterwards. I did not realize then that school kitchens had great big tubs in which people washed dishes. So my first voluntary experience was to dash madly out (first I took off my coat, and if there hadn't been ladies around I would have taken off my shirt, because I was in dishwater up to my elbows and higher), but I promised never again. I got married and I've been volunteering to do dishes for many, many years.

The second experience that I remember was in 1942 during World War II. In our community it was stated very specifically that teachers were needed in the classroom and therefore the draft boards would not be interested in them, and so I volunteered. I volunteered because they told me that people with my level of training and experience were going to be officers. The first day of volunteerism found me being awakened at 5 o'clock in the morning and told to get dressed. I reached for my khakis and they said no, fatigues and we were marched out to the base kitchen, and my second experience ended in the dishpan. This time I

was washing pots and pans, any one of them big enough to have gotten into, because at that time the base was feeding 1500 men an hour, 12 hours a day. You can see by that, I had become a little bit skeptical about how much one ought to volunteer.

But there's been another side of my experience, which has told me that you only volunteer to do the things that you like to do, not because you have to, and I have continued to volunteer. While I mentioned those two experiences as being somewhat traumatic, because they were kind of rough to say the least, many of the other volunteer activities in which I have been a part have brought many, many rewards, more than any pay which I might have received.

You are participating in one of the most exciting, contemporary possibilities for bringing about educational change, because each one of you is where the action is. You are more than spectators, you are part of the action as agents of change. As Dr. Piltz mentioned, in my lifetime I have been particularly concerned about improving the education for disadvantaged children. In every place that I've ever been, New Jersey, the Middle Atlantic states, southeastern part of the country, out here in California, I've always been inspired about one thing - the number of people who have volunteered to get into this work of helping the disadvantaged children. Their spirit of voluntarism has inspired me to believe that the needed reforms in education can be achieved. But much more inspiring is the fact that in most of the places where I have been, there have been young people who have volunteered their strengths, their hopes and their desires to bring about some of these changes. I'm going to talk almost specifically about changes in education. One of the most promising ideas for tapping this volunteer force, for channeling this great resource, are young people who fit into the area of top priority, needs in education, through voluntary work. You who participate in this dynamic program are on the cutting edge of the change in education, a change where we find the needs are most urgently demanded. It is a healthy sign, that we not only recognize the need for change, but some people are willing to suggest that there are times now when we should experiment with new models and new programs to bring this change about. At long last, the educational institutions are beginning to talk about changing themselves. Students and teachers from all over the nation are beginning to take a new look at themselves and at the quality of teaching being offered. They are taking a new look at the objectives and the possibilities open to them, and it is this kind of taking a new look that is bringing forth innovations like volunteers in action, in education. As you already know from your own frustrating experiences, change doesn't come easily. It is none the less imperative though, that we have it. This nation of ours can no longer tolerate the harm that will result if we continue to prevent so many of our children from achieving productive, satisfying lives. The truth of this is nowhere more pointed or apparent than in the schools that are in the community from where you come. Let me share with you some of this urgency. This is a note from a high school in the Midwest. Question: "Why did the young man in the top 5% of his high school class, who was a class leader, respected by everyone, commit suicide?" This is a question Shawnee Mission High School asks. This is a question they were forced to face two years ago when a student leader killed himself for no apparent reason. Shawnee Mission High School is a suburb of a large city. The 2300 students who attend this high school come from the upper middle class, with some 75% of the class enrolling in colleges and universities. As you can imagine, the curriculum emphasis then is on college preparation, and competition for grades is keen. Beside the pressures for grades, there is the competition for school leadership and making the team. All of the activities in the usual large high school are to be found in Shawnee High, which has a proud tradition of scholastic, athletic, and forensic achievements. This was the situation and the background as shocked

teachers questioned why this tragic death occurred. They asked, what did we do to contribute to this young man's problems, what could we have done to reduce the pressure he must have felt, and are there more students in our school who are potential suicides, that we might still have the opportunity to help? Out of the ensuing concern a committee of faculty members, representing all areas of study, volunteered to work with the principal in examining the school practices that might create tension to students. Within a short time they had recommended several measures which could be adopted for the next school class. They worked, and are still in use. However, one of the most crucial committee recommendations developed out of a teacher's remark that it was too bad the school didn't have some way to reach all the students, to help them understand the pressures under which they worked. As a result of this remark, students who felt little or no pressure volunteered to get into it and do their part to help those who could not quite handle the set of circumstances that one faces in a pressure school. One of the other areas that you might be concerned, that developed out of this was that parents suddenly found out that they, too, were responsible for bringing about this pressure and again almost without forewarning, a number of parents got together to see what it was that they could do. In discussing among themselves, they said something that I'm sure you already know, that parents exert pressures which, although based upon a desire to help children, sometimes bring about impossible emotional problems, and many of these problems in school are related to grades that a pupil receives in his class. Too many parents apparently use their own child's grades thereon to feed their egos, and lo, you know what happens. The parents' response to failure is generally emotional. OK, you got a low grade, you can't use the car for two weeks. The idea of being grounded for something that really cannot be helped, results in no benefit either to the child or to the parent. These parents got together in voluntary groups, and said, "Let's see for ourselves what are really the important things that our youngsters should gain out of school". A very simple illustration of volunteerism in action, but we're at death, for a lack where future is concerned and most importantly, I doubt that you can find any more important.

I hope that your discussions at this conference have produced a cross fertilization of ideas on how the practical problems involved in seeking change and the forms change can assume, have developed and you will take them home with you. By having been here, you have already taken the first steps toward your objectives. You have decided that change must take place and that volunteerism must be given its rightful place in the American scene of things. Now, as far as education is concerned, it remains for you to reshape your institutions of education, so that this change can come about. Many people speak of education as the nation's largest growth industry. It is. The speed and vigor of educational development is quite apparent to everyone, but unlike the rest of America's great industry, education has always been weak in research and in development. We have to take some action to correct this. The President has said that he is very interested in volunteer effort as the key to community renewal, and has called for a national clearing house on voluntary activities. Each one of you knows what you do as a volunteer, but do you know what the other volunteers are doing in your same community, and the community next to yours, and communities across the country. The answer is, "No". No one ever thought, until just recently, that it might be a good idea to have a national clearing house on voluntary activities, with a computerized data bank, to make available information about

what has been tried, where, how well it worked, and what the problems were. And so last summer and this summer, the Office of Education brought in some young people to help us sample the information of the volunteer activities of young groups and older groups, to be traced through the bank, so that, when the computers worked, (unfortunately they didn't work the way they should), if you want to volunteer your services to help out schools or any other activity in your community, you won't need to try to invent the wheel again. You can see what has been done, adapt it to what you want to do, and take it from there, and go forward. This is one way in which your energies can be preserved.

HEW is responsible for administering many programs which give aid to students in college. One of those programs makes it possible for more than 350,000 students to work on or off the campus during the time that they are getting their college education. The Office of Education pays up to 80% of the wages that those students need as they partake of their educational activities, and work at the same time in a wide range of socially constructive projects. The scope of their activities is just as broad as the social scene. Of the 350,000 who are taking part at the present time, in what we call work-study programs, most of them have been employed on their own college campus, but increasing numbers are beginning to be employed in other government agencies, schools, hospitals, other organizations, public and private. We want to get more of them away from working on that campus, out into the communities where they can really do those things that the communities need. Now this is not exactly volunteerism. This is a resource for those who volunteer, to make it known to your college and the one nearest you, that whatever voluntary service you are engaged in could use the services of the young people who are in college. You don't have to worry about the money. The colleges have to worry about only 20% of the money that those students need, to live. The federal government will provide the other 80%. This is a resource that you need to know about, and to use. We hope to learn, from the fact that these students are going out into the community, what can be done. For example, in the state of Michigan, students are leading the way with productive volunteer activities for various segments of the population of that state. Ten thousand of them are engaged on 27 different Michigan campuses. Many of them are engaged in projects which they developed on their own initiative, and are maintained without any help from any government resource. As an example of one of these projects, agricultural students from Michigan State University are working together with inner city people to develop community garden cooperatives wherever there is a vacant lot or a bit of acreage that hasn't been tapped for a parking space, or something of that sort. Elsewhere in the nation, in Memphis, Tennessee, for example, the Memphis Area Project SELF sponsors a clothes closet for needy families. Through this project of providing a clothes closet, the students who are involved are also cooperating in Planned Parenthood Programs in South Memphis, and they help in nutrition classes for low income people. They have volunteered and the volunteerism in which they are engaged is being supported in part by what is needed.

Some students have organized themselves in seminars, to see what it is that students are really concerned with as they go through school today, and the cause of student unrest. These students have uncovered the concern for curriculum reform, urban universities, better administrations, and urban extension services. Other students are researching programs to see what can be done to relate the community needs better to what colleges and universities offer. We are very anxiously watching what they do. In particular, we hope that they will gather and analyze for us information on the activities of the volunteer groups in community service, in order that we who operate programs in the federal government will know best where our funds, our text-

books and assistance will be most constructive. One of the problems in the work-study program is that most of the students have, in the beginning at least, wanted to work on the campus, and this has been a dilemma and a disadvantage. It has been kind of hard to get them to work off the campus. You know why? Not because they wanted to work on the campus, but because some accrediting institutions have said that the kind of work you do for a voluntary organization isn't really worth college credit, so therefore you can do the work, but we must tell your college not to give you credit for it. This can be changed. It is possible to change. The people like you can point out how true the relationship is in that voluntary program with what a student goes to college to learn, that is to be ready for a different kind of life. You can bring about this change in the accreditation. Some universities have found out that it does work, but not enough. We have a very few, not enough in California as far as I'm concerned, who relate academic credit to learning activities which come with volunteer work, making them an integral part of the program. You can see that we in the Office of Education believe that, through doing this, we are opening up new avenues of many kinds between the young people and the larger community, between young people and their government, between young people and their community, and we are fully committed to the idea that this thing will work. One of the things that I'm hoping will come out of this conference, being held in Region 9, is the fact that you will recommend to us, to Dr. Piltz and those others who have sponsored this, the things that we can do that will make this learning-service concept workable in the institutions of higher education. We have some ways of persuading them to give credit for this kind of work, if you show us what needs to be done.

One of the other things we feel now, since we have been weighed in education, is that we're going to take steps to strengthen ourselves. One of the places where we would look for this kind of strength is through the Volunteers in Education program. You do have unique opportunities to introduce and to test and adapt methods that work for others, in such a way that we can use them to contribute significantly to research and development of activities throughout the nation. I get kind of tired when I look at some of the research proposals that come across my desk. I'm sure it is of interest to some people to know that a fly has eight facets to his eye, and that's why you have a difficult time in hitting him when you swing at him, because at least one of those facets of the eye is focused upon you, the other seven elsewhere. That is important, it's true. We don't like to have flies around. It would be nice to see more research concerned with what the needs of our nation and our young people really are. I do remember some of my things from high school and once I had to learn Gray's Elegy. I've forgotten most of it except for one phrase which has stayed with me all of my professional career. It goes something like this: "Full many a flower is born blush unseen and waste its fragrance on the desert air", meaning that there is a lot of talent out there somewhere, that if no one ever goes to look for it, or helps to develop it, that talent is lost forever. In my own family, that dread of all humans, cancer has hit more than once, and I'd give anything in the world, to know that some youngster that I might help, someday might develop into the person who would discover a way to rid us of that dread disease. Less traumatic, but sometimes more frightening, because it's so sudden, I wish somebody would find a way to make it possible for us to go from there to here on a freeway without being scared to death by those vehemens who go on both sides of us.

There are one million either unemployed or not in the labor market, who need training and some of them merely need a chance, to know where there is a job. Representatives of business and industry can volunteer to do something about that. At the present time Social Security agencies tell us there are 19 million people with mental or emotional disorders needing psychiatric treatment and that there are a million more mental patients in hospitals each year. They also tell us that there are 2,300,000 people who need rehabilitation. You ask me if there's any chance or need or opportunities for volunteer work? There are so many, all we have to do is move! In my encounters with students from all over the United States, I have been impressed most of all with the sincerity of young people who are pressing for a relevant education. They do want expanded social action programs. They do want the opportunity to work in volunteer projects, and they want other opportunities to work with the real human problems. It is in their search for relevance that they can and are willing to join with any volunteer group, to become immediately involved with need and with action. Really it's only when you don't give them that chance that they figure, let's tear the building down. Today, students are unwilling to see our educational system settle into obsolescence. They want it to respond to the needs of our society, and at the same time they want it to serve as a vehicle for a new life style. I would encourage each of you to keep alive young people's belief that education does provide a chance to bring about a change in reform. I urge you to explore, to experiment, and to expand through your volunteer programs to reach that goal.

I am committed to the proposition that if you really want to bring about change in the direction in which our schools and colleges are moving, we first have to bring about change in the kinds and quality of the people who staff our schools and colleges. The volunteer activities such as your own, such as the Teacher Corps, may be one manifestation of this commitment in which I have been involved. In our office, the Career and Education or Career Opportunities Program, under Dr. Piltz, is another. These are kinds of programs which recruit and train people from low income backgrounds to serve in the poverty area schools. Generally one doesn't volunteer to go into that type of work because, it's like so many other things, you don't want to get touched by the unfortunate things of this world. Encourage them, because those who do enter, those who do participate, find an inner joy that transcends anything that can be exemplified by a healthy pay check or living in an exclusive neighborhood. In our grants programs in the Office of Education, we have funds which are set aside to meet shortages of classroom personnel. We have provisions for special training for volunteers, in early childhood vocational and technical education, as well as similar training for teachers. To me, it is essential that as far as education is concerned, that people who are volunteers in action be linked as closely with educational projects as is possible, wherever it is possible. By being a volunteer in school work, you can be the key in bringing about an upsurge of school activity. The opportunities that the Office of Education affords may enable you to mesh volunteer work in such a way that this happens. A poverty area school using volunteers, using Teacher Corps interns as assistants for associate teachers, needs even more volunteers for work-study programs, which they themselves may lead to internship and eventually to full-fledged teachers. So sometimes if you're volunteering to do these things, you open up not only the opportunity for the fragrance to be used and breathed in by a lot of people, but you volunteer to open up careers for yourselves. I have hope that your reflections of what you have learned in this workshop will enable you to keep this program alive.

In closing I'd like to say just one more thing. It's quite often been my experience that a program, an innovative program like volunteers in action, declines and drops,

when the first excitement and enthusiasm dies down. I would encourage each of you to keep up the vitality of your project by continuing to take on new challenges. Take on the Right to Read Program, for example, take on the giving of assistance at the poverty area schools, take on all of those concerns that you know exist all around you, and take advantage of the educational and national resources which are there to help you. The praise that volunteer actions have received from the National Commission on Civil Disorders, from the National Commission on Education of the Disadvantaged Children, the National Education Association, and other groups are well deserving. People like me consider that the volunteers in action in education represent one of the bright lights on the horizon of our educational development. Let me this morning add my congratulations on what you have done and to assure you of the continuing support from the Office of Education for what you are still to do. I personally hope that this volunteers in action program will go on offering the fruitful outlet for the optimism of young people, and will, through using the energies of these young people, help our educational institutions, which so badly need your help, move much more rapidly toward new and more effective ways of preparing children for useful, worthwhile, and satisfying lives. Whatever you learn to do as a volunteer may cause that blush of the rose to be seen by others, the fragrance to be breathed in by others and most important of all, the saving of some of the residue that might have gone on the slagpile of human wastage.

Panel Presentation:

NEW DIRECTIONS OF COMMUNITY INVOLVEMENT - ARE SCHOOL VOLUNTEER PROGRAMS MEETING THE NEEDS OF THE COMMUNITY?

Moderator - Howard N. Nemerovski, Member, San Francisco Board of Education

Panelists - David Erskine, Educational Director, Principal, Old Mill School, Mill Valley, California

Dr. Samuel Kermoian, Director, Urban and Community Education Programs, U.S. Office of Education, San Francisco

Mrs. Henrietta Scott, Home Management, Supervisor for People Pledged for Community Progress, Richmond, California

Miss Grace Watson, Director, Volunteers in Education, U.S. Office of Education, Washington, D.C.

Howard Nemerovski:

Some people are still contending that as a new school board member, I am like all other terrible school board members who hate the public and hate the people. In respect to all of us on the board, we do not fear the involvement of human beings in what is going on in the schools, and that includes teachers.

I have seen some of the new directions in community involvement, in the last year, only I think today we are talking about a kind that is a little different from, "We're going to burn the G-- D--- buildings down," or "We're going to pull our kids out of school because you are going to make our kids go to school with them", whomever "them" happens to be. We are talking about a constructive type of community involvement and urge you to read the current synopsis in Cosmopolitan magazine of Tom Wolfe's book, "Radical Chic and Mau Mauing the Flak Catchers". I have ordered copies for all of my fellow school board members, with a little note on top saying, "Now we know who we really are, in addition to being everything else, we are flak catchers, and about 73% of the people coming before us are Mau Mauing us". If you read this, you will understand what I am talking about.

I have posed a few questions to the panel members, which pertain to the two-way thrust of volunteer programs in the schools.

1. Can a volunteer in a school program improve the education of the young people in the schools?
2. Are school volunteers in a position to translate the school to the community?
3. How can a School Volunteer Program bring about a better understanding of youth?
4. Can a whole community be involved in education?

I should like to make the following comments relating to these questions:

My wife has become a devoted volunteer, working in one of our more intellectual high schools. She does counseling, and also has a fascinating program where she goes to the elementary schools, trying to impart an

extensive understanding and motivation to the arts. She has developed a deep understanding of what is going on in the schools and can now walk into a school building and in about three seconds, feel what is going on in that school. She can feel tension or relaxation; she can feel teachers who unfortunately are rigid or upset about discipline problems. She can see other teachers in a classroom with young people, who are not prepared to burn down the country, but who are talking because they have something to say to each other, and that is good education.

The concept of the impact upon students is something we should consider today; this may mean that volunteers go into the schools to do something directly for students, and not just to clean erasers, or straighten chairs, but to make a direct impact. Today you cannot have too much good constructive human input into the lives of students. We are talking about an era of change, which makes about 57% of the people wholly psychotic, paranoid, freaked out, or very upset, and the other 33% are just nervous.

Youth are not that complicated or hard to understand. It is when we try to analyze them, instead of understanding them, that we run into difficulty. When we talk about involving the whole community in education, let us make sure we are talking about the whole community. We must focus on that section of the community which has been heretofore disadvantaged and deprived, the middle class, who are in a pretty bad financial bind, and sometimes pushed out of the way, by both sectors of the community. We are spending a great deal of money for the disadvantaged, who don't have any idea generally what is going on in the courses. There are still, in some cities, middle class majority populations which ought to be considered in what is going on. I would hope that because in some years the minorities have been given a great deal of attention will not bring about a French revolution, where the rights of the majority of citizens are going to be ignored, too.

Grace Watson: In designing the Volunteers in Education program, we are attempting to determine, at the federal level, how volunteer programs can be initiated. Since we are not a line item anywhere in a budget, you have to be very ingenious about the way you treat your support. We researched all of the Office of Education legislation to find out where they have been talking about your kind of volunteer participation, and advisory councils, and we have pinpointed those programs. We then asked for volunteers' contacts with all of the bureaus, so that they themselves could pursue this kind of pinpointing and involve their program directors. We all know that volunteers say that they are free, but somewhere along the line they have to have some kind of support. We're talking about involving a larger number of people, the total community. We all know that we have to get volunteer programs out of the old traditional concept of "the little old lady in tennis shoes" or "Jane Adams of the Easter basket". Involving the parents also is a different concept, so with these ideas in mind, we approached all of the federal programs to see that they include a volunteer component in their guidelines. When they do this, it means that we are able to influence a larger number of programs than we would ever get assigned to our program, and at the same time we are able to instruct them what is going out in the field throughout the country.

To do this, we are looking at many of the programs we know of, and receiving a larger number of letters describing what is actually going on. Volunteer programs are continually changing in their emphasis and in their programs. We want to pass this information on to the Office of Education, to make them aware what is going on and conscious of this tremendous human resource that exists here, to make them aware that there are others, beside professionals,

who can contribute to the education of every individual. Also, we disseminate information about what is going on at the federal level to the local programs, as well as what is going on in other local programs, so that you do not operate in isolation. One way is through our newsletter, "Volunteer Viewpoints".

One group that previously never was involved was the State Departments of Education. We have asked each key state school officer to appoint a state contact, so that they too would understand what was going on in volunteer programs. We can feed them information, and you, as well, can feed the state contacts information. We want to get things stirred up, get volunteers aware of what is going on, and to get officials aware of what they can do to support volunteer programs. We are trying to pinpoint ways of involving a variety of people in a volunteer program. Education is not the sole province of the professional. You certainly don't have children going to school as blank pieces of paper, with education taking place only during the hours that school is open. They come to school with their knowledge and they go back home and gain more knowledge. What we are trying to do is to see that this knowledge is developed in a much better way. We want to involve many more parents, because they certainly are the child's first teachers. We want them to work in cooperation with what the professional is doing. In doing this, you can get a new cooperative effort. The teacher and the administrator can get a better understanding of what is going on in the community and how they can really reach the child's home. In our own small way, we have involved many more departments in the volunteer program, disseminated much information about what is going on, and started a dialogue to commit a lot more people to volunteer programs.

We recognize that a certain group of people cannot possibly afford to volunteer. They need to be involved in programs that can lead them into a career lattice program. If they start as volunteers, we want to find a way that they can work into paid positions if there is space available. This is very important for some of the community people. If they so choose, we want to see that this kind of thing is available for them and we want to encourage school systems to open up their doors and have them participate.

We have a small amount of funds for grants, in various areas, to find out how effective volunteers are. In the federal government we ask, is it any good, does it really work? You will always find one who will say, "Yes, volunteers are great, and people who work with them say, "Yes, they are marvelous". But we say where is the proof? There is none. We are supporting a multi-city project, called Project Upswing, which will involve 100 volunteers in each of five cities. The design of the project is that a university, (here it is San Francisco State University), and a school system are cooperating. The University does the training of volunteers and the diagnosis and testing of all the children. The 150 children will be placed at random in three different groups. One will be a group that is just identified and has no further help, other than the regular classroom help. The second identified group will have help from untrained volunteers. The third group will be identified and work with specially trained volunteers who have had 40 hours of training.

These volunteers will work with the child for a minimum of 4 hours each week, to determine if volunteers actually make a difference. This will be important for two reasons. First, we want to test whether the children actually make a gain. In the final analysis we are talking about children, for when we talk about volunteers, we are talking about the progress that children make. Secondly, we want to find out whether the volunteers are really reliable. People say that volunteers are fine, but they wander in and out and they are not reliable. This is another way that we can prove that volunteers are reliable and we are counting on all the participants to prove that we are right. We would like to find out the identified child, and the teacher who can do the best job. Perhaps it is an untrained volunteer, but we want to find out what actually transpires. This will be evaluated by an outside organization, so it isn't anything that anyone can say that we are patting ourselves on the back. They are likewise trying to find out whether a volunteer program does work, so we can use this as a lever to encourage other people to put some money behind volunteer programs. Right now mainly it is just talk about the marvels of volunteers, but we want to see the solid kind of support that we know that you need. You need materials, training, coordination, and involvement of community people. In some instances, this means payment of stipends. These are all things that we know are necessary. Many people say that it could work, but we have a very difficult time trying to convince departments to include volunteers on a federal level. Perhaps we have been more successful on a local level, but even then, there is a great deal of difficulty breaking into the educational setting. You have done a tremendous job and we at the federal level are not saying that we know everything; we don't know anything. We are hoping that you give us a lot more information about what your needs are, so that we in turn can give this information to those who have a hand in telling you what the local policy might be, or that they will fund programs, the kinds of specific areas of interest. We need to know what you are programming, and we will in turn act as vessels to transmit this information to others.

We have a few other projects, which are smaller grants. One is a program to train administrators and teachers in the proper utilization of volunteers. Many of you have run into situations where teachers either are afraid to use volunteers, have not understood what the role of the volunteer is, have resented the second person in the classroom, or believe that the volunteers are spies. We must convince them that volunteers are there to help them to do their job better. You don't think you have to train professionals like this, but this is one of the critical areas. We are also funding a program to train volunteers to work with children in detention homes. We find that many children who are in those homes have no care at all. This breaks their respect for education and when they get back into the schools, they fall behind even more and create a lot of turmoil and confusion in the classroom. We want to see if this will make a difference.

We continue to rely on our two major projects, Washington Technical Institute and Des Moines Area Community College, to do a vast number of things that we cannot do at the federal level, but can do through our grantees. We are very proud of the project that Washington Tech has completed to train volunteer coordinators, specifically in the areas of reading and mathematics. Many people say that it is fine to have volunteers, but we do not have the proper kind of coordinator. It is too much trouble. We want to provide training for these coordinators and to have the schools think of this in terms of a job, thus it is a full time job. We need your suggestions as to what your needs are. We are only able to develop according to what you find are some of the necessary items.

Dave Erskine: We appreciate people like Grace Watson who are helping us set up volunteer programs and collecting data to see if they are working or not. Those of us in this field ought to encourage each other with testimony from this point of view, and this is one of the reasons I have been invited to be here, to give you a testimony and to outline some experiences I have had with volunteers. Years ago I worked at a county level, in this state, in a country school in the northern part of the valley, a country school which treated the Chicano majority in the school with viciousness and great disfavor. We were able through Title I and Title II funds to bring community volunteers into the schools, and pay them, and that school in two years was turned around to the point where the majority of the school population, the parents had the very power and voice and that school is now one of the finest schools that I know. Eight years ago this community plan happened, because of the involvement of the parents and the concerned people in that community. It was a vicious school eleven years ago, and it was turned around because of the involvement and help HEW, and Wilson Riles, gave the program. Since then I've been so convinced that it is where the action is and that I've been very interested in working, not as a teacher, although I teach all the time, but as a principal, to develop community schools. I've been at one community school now four years and I'll try to give you some data. Unfortunately it will be a testimonial and you believe as much as you can of what will be said in the next few minutes because it may sound unreal to you.

Because I consider volunteers a part of our staff, I have asked Myra Wise, one of our volunteers, who leads tours through the school, and knows the school as well as anyone, to describe what is happening in our school.

Myra Wise: Our school is completely a community school. They have even reversed the hierarchy where the principals are on top, teachers down below, and the community somewhere out there being kept out. There is none of this kind of message to the community. We are asked to come into the school, and there we are asked to do whatever we can, whether it's a teacher aid in the class, taking roll, or participating in staff meetings. We are interested in furthering the individualized programs for our children. All we want is to become a community to take responsibility and I'm only describing essentially the steps to take a vested interest in what is happening in our schools. The energy created by this kind of community school is just incredible! We have about 80 to 100 people who are in the school, from the community, every week. It is not just an educator's school, we suit everyone. In a sense, every child has his own curriculum. We must have people there, when there is only one teacher to every 25 students. The volunteers feel essentially that they would fail without us, and it's true, the school would fail without us. We have about 20% of our population at a poverty level. These parents are coming into the school without pay so I don't think it is essential that we pay, if there is enough real welcome to these people.

Mr. Erskine: First of all the school using volunteers is effective if it changes itself continually. The volunteers are there so that no teacher needs to be by himself. Teachers' doors are always open. They choose to have volunteers, and they choose to have them nearly all the time. This means the teachers themselves must be very accountable to what happens, because if they aren't, everybody knows about it. These volunteers have

something to say about their schools. You can't say, "Come to our schools but don't talk about us in the community. Or if you do talk about us, only say nice things". That's incredibly naive. We have a function of the school to say two things to the community. First, parents were the kids' first teachers, parents are continually teaching, and parents really can't give that responsibility up. Our position then, in the public schools, is to say that this school offers a service to parents in supporting your efforts to educate your child. We can't do it all. In fact, we can't do very much. We can offer a minimal kind of curriculum, and if we are going to have a better program for your children in school, we say to the parents, you must come in and give us support for that better program. Otherwise expect a minimal curriculum. Once a man said, "Don't criticize our schools if you don't come in and participate in some way", and he meant it. He only made that statement after the staff had come together on the idea, after a year of his own human involvement. The staff had to feel strong before it could say that. There is a strong staff, and I've never seen a stronger staff before, which completely changes itself all the time.

A lot of other things have changed in the community and a lot of the community needs for education have been met because the community is in the school. Reading scores are a year and a half to two years better on the average than they were a few years ago. Math scores, given to all our children at the third grade level, are now two years better on the average, than they were two years ago. Those are hard figures, if you believe them. Actually we are to the point now where the parents are telling you, and have been telling you for some time, with some feeling, that the schools should de-emphasize the emphasis on curriculum per se. We don't hear so much about the 3 R's. You are doing that. The most important thing for public schools today is that the community, to continue in the public schools today, shall help children learn to cope and emphasize social responsibility and that is the way our efforts are going now. This is priority #1.

Obviously then, if you think of what kind of volunteer program you might have, you might conclude that in Mill Valley our volunteers are not correcting papers, or putting up bulletin boards. None of them does. They're all teaching. I don't know how you describe or define teaching. Our teachers each has his own staff, which includes the people who volunteer in the community, other teachers, the principals, and any people he wants to work with the program, and can call on all of us as his resource. Each teacher directs the program in his classroom.

Henrietta Scott: It is real interesting to hear about Mill Valley and how the parents there are working and have become a community school. In a low income area or Model Cities, we don't have that, because there are very few low income people who have the time to volunteer; not that they wouldn't like to volunteer or desire to volunteer, but simply because all their energies have been focused in the areas of making a living.

When you talk about volunteers, then you have to think of new concepts for volunteers. That is where we have to talk about some kind of stipend being paid the mother, so they can become a part in what is going on in their schools, and make their school a community school, relevant to the kinds of needs that fits their community and the broad community. That is important, because when parents go into schools, at this point they don't feel welcome in the schools. When they arrive, they don't know a lot of things you are supposed to know, and just walking in there cold, they are turned off because a lot of these same parents attended these school systems and they have an idea what it is all

about and how it is affecting their children. They already had a negative attitude about some of the things that go on in the schools. If you talk about volunteers, you are talking about people that are able to come in and make the kind of changes necessary in the schools. You have talked about the kind of parent participation, where the parent sets the pace, and they are not putting up bulletin boards. I would assume they have input into the curriculum that is going on in their schools. How many of our parents have that same kind of input? How we can build a strong kind of base that will be effective in the school community, when we talk about volunteers. We talk about learning from each other, and it is a mistake. You have to have both kinds of groups together to learn. You don't learn from one particular population. There has to be a mixture. You don't get this in a lower income area, because there isn't the sharing; it's always outside in, it's never the inside and outside coming together on a mutual understanding and working together. That's important. My basic concern is that we be able to develop some kind of program, a volunteer program that will benefit the total community, the total input in what has happened in all our schools. The program should be considered by the school board, and everyone, including the principal. Then when the parents come to the school and they are not satisfied with some of the things that they see, and make a fuss about it, these parents should not be shoved and put aside and not invited to return because the only way a change is made is by criticizing what is going on, if it is not right. The school has to be understanding enough to accept the criticism that these parents bring into their school system. The only real input, the only real union that can come out of this conference is that you would talk about the total community. We are not talking about the total community. In the workshops I would hope that your emphasis would be on bringing in all the people, and doing what is necessary to enlarge that program with finances, child care centers, etc., and some input from that total community.

Sam Kermoian: To answer the moderator's questions, the first was, "Can volunteers improve the performance of children in the schools?" What is the impact on the children, on the students? We all know that there is an impact, we feel in our bones that there is an improvement, but there are no hard facts, because there are too many variables. When I learned I was going to be on the panel, I asked for a research on volunteers. I have it here and have studied it carefully. It says nothing. The report states that volunteers should be needed and secondly, they should be trained. That is all. One piece of research indicates that tutors get more out of volunteering than youngsters. That is not meaning that they don't help youngsters, but the tutors themselves learn from these sessions.

The second question was, "Are school volunteers in a position to interpret what is going on in the community and throughout the whole community?" The volunteers that we have in schools are mostly from the middle class, some from the higher class, but very few indiginous, from the poor city areas. Volunteers serve in the classroom because of their interest, the goodness of their heart, time available, etc. In the urban city programs, including the Model City program, there are 250 to 300 volunteers who attend and participate in study groups during the evening on their own time. They really have an impact, not only on education, but on housing, employment, health, and safety. In other words, they are volunteering, although maybe

not in the classroom. It is difficult and in one case they are being paid.

There is a new concept in the Office of Education that we are just beginning to recognize, as a need. There is a Career Opportunities Program, which takes people mostly from the poverty areas. A minimum of a high school degree, or a certificate, or equivalency, is required. The Career Opportunity Program is a ladder program. These people are paid stipends for the work they do, their tuition is paid, and if they continue, they can eventually become a classroom teacher. A career ladder starts with washing blackboards and this kind of thing. Someone has to do it. The volunteer doesn't do it; maybe the teacher has to do it. We do have to get our community people in the poverty areas involved. They know their community and they know their children. They can be of the greatest help in the schools, and where they are involved, it is indicated. What is wrong with paying a stipend? I know what's wrong, we don't have the money, but what is wrong with the idea? Maybe they need babysitters; are we supplying these services and other needed services? There has to be a point, where they are paid as much as the para-professionals, that they are no longer volunteers. Maybe along with this, we could also help them to get their high school equivalency in the evening, and hopefully lead them to the Career Opportunities Program, which we have in so many of the cities. You want the community to understand what is going on in the schools. You want community involvement. You want them in the classroom so they can see what is going on. It is worth thinking about.

PANEL PRESENTATION -- EDUCATION - INDUSTRY - ONE COMMUNITY

Moderator - Dr. Harley L. Sorenson, Coordinator of Special Curricular Services, Alameda County School Department, Vice-President of Northern California Industry Education Council

Panelists - Kenneth E. Hettick, District Manager, Pacific Telephone, San Francisco, California

Douglas C. Reid, Coordinator of Professional Employment, Standard Oil Company of California, San Francisco, California

Hugh A. Southworth, Chemical Engineer, Chevron Research, Coordinator TRY - Tutor Richmond Youth, Richmond, California

Miss Lillian Upshaw, Personnel Assistant, ISI Corporation, San Francisco, California

Recorder - Mrs. Joan Boley, Danville, California

Dr. Harley L. Sorenson: One of my responsibilities with the Alameda County Schools office is to coordinate efforts towards the cooperative work of industry and education, and I have been working with the Alameda County Education Council and the Northern California Education Council for the last three years. As you look around the educational scene, you see many living examples already underway of industry and education cooperative projects. Examples of these types of cooperative action will range from one teacher in one school, who has an industrial advisor helping to keep his program up to date and in placing students, to a highly structured effort, such as presented by the Northern California Education Council. This is an organization representing the whole northern part of the state and is actually trying to foster more of these types of programs. A study published in 1969 by the Institute for Educational Development entitled "Partnerships in Education" describes thirty examples in the U.S. where industries and businesses have entered into almost a formalized partnership in educational establishments. The study listed over 75 types of interaction going on between industries and education people, including study programs, job placement, career guidance and cooperative efforts in development, revision, evaluation, and expansion of curriculum, with industry providing basic skills training and remedial education. Industries worked with school administrations in terms of administrative and supportive services. They had community relations projects, facilities, health services, and direct interaction between business and industry personnel and school personnel; material and financial resources were offered. This report is based on just 30 examples, so imagine if you took a look at the whole United States and studied all the examples, this would be multiplied many, many times over.

Lillian Upshaw: I am a personnel assistant and the basic concern with our company is to find qualified high school students who are not presently interested in going on to college, and are interested in working. My co-worker and I have been visiting Mission High School twice a month, with

our main objective to sit and talk with the students, not in a counseling role, because we aren't qualified, but basically just trying to establish a rapport or some type of relationship. There are so few counselors, and students so seldom get a chance to really express their views and their desires about what they want to do. They are given a list of subjects to take, they go to classes, and do the best they can, but they never get a chance to express their personal observations about what they want to do, and how to make us do what they want to do. We can tell them what is expected of them when they go to apply for a job. For example, a senior girl in business courses wants to be a clerk typist. She doesn't understand, when she applies for a job, how appearances, the way she communicates with other people and how to spell are very important! Being able to get along with others in a working type environment is also very important. All she feels is that if she can type, she can get a job, and should be able to make a lot of money. We try to communicate on a person to person basis to this student that this isn't all that is expected, that there are many other things and we describe a lot of different situations that possibly might arise. We are now planning for a few of the business students at Mission High School to spend a whole day with us at our company. We plan to show how important it is to be there, to be on time at 8:15, and what goes on as telephones ring, coffee breaks, work breaks, etc. This is all a part of business. We in the personnel business are also trying to become more aware of what goes on within the school system, and the types of students that would apply for a job. We have a tendency, if he or she doesn't fill out the application properly, immediately to tell this person that he doesn't qualify. We try to understand what the schools are doing to the students, what they are teaching them, why they can't fill out an application properly, what they are learning, and as high school graduates, what do they have to offer, what can they sell? We wish to become more aware of these situations, as directors of personnel, so we can best relate to the applicant and try in our own way to utilize what skills they do have.

I am involved as a volunteer for many, many personal reasons. One is to gain some type of self-satisfaction from doing something of relating to people, especially so I can help. I feel I can understand some of the things that my people, the Blacks do, because maybe I have done the same thing. If I can help one person within this way, then I have gained, and fulfilled a self-satisfaction. Since I am also a student in the counseling and guidance program, at the University of San Francisco, this relationship or experience with the student has given me some type of experience as to what counseling hopefully is all about. In the personnel department, I am responsible for filling inter-level jobs. If I have established a rapport with some faculty member at the high school, I can call them and ask them who they have available and sometimes they have a good applicant, and we are able to fill the position through this source. This saves the company an employment fee and we are giving some high school graduate a chance to get started, to be introduced into the world of business, and that means that I am getting my job filled. Again that is a personal satisfaction. The company allows me time to volunteer, and that is great, to be able to work with a company who gives you this time and opportunity, to become involved in the schools and the community so that your knowledge of the world is not just sort of in a vacuum from 8:15 to 4:30. You are a part of it all, through the students, the schools, and the system.

Kenneth E. Hettick: We do have a great educational system and I am very proud to be associated with and working closely with educators. I am one of those kinds of people who is committed to work within the system, for constructive change.

We in the Bell System are not involved in educational relations solely through altruism, because we are good guys. Pacific Telephone is the largest employer in the state, and also has the distinction of being the largest taxpayer, and we are concerned about the quality of life in the inner city. Back in 1964 and 1965, after the aftermath of the Watts and Detroit riots, we decided that we had better do something besides administer our tele-trainer, tele-zoning programs, and Bell system science films, and begin to take a real hard look at what is our role, what can we do, and how can we most be effective in terms of helping improve the society of the communities where we live and work, particularly the inner cities. We are very much committed to working in the inner city, about 75% of our planned investment is in the cities and most of our employees work in the major cities that we serve. We found that the inner city schools, in particular, have problems.

As general employment manager for the bay area, in the past two years and three months we have hired about 14,000 people for Pacific Telephone, and screened some 60,000 to 70,000 students a year with our Bell system qualification test. About 55% of the people who came to us could not pass this test in basic fifth grade math and working with word definitions in a sentence. At a sufficient level, it was indicated that they could not successfully get through training, even with additional help. This is of real concern to me, and we began to say, what can we do, how can we help, in ways that will be seen by the educators as helpful? We tend to be a little bit like the Boy Scout and the little old lady, whom he helped across the street 17 times and found out that she didn't want to go. Before we begin helping her across the street, we had better find out if she wants to go. We have had a lot of false starts, and a lot of things that we attempted in a spirit of enthusiasm and goodwill, that were clearly not heading in the right direction or in the best interests of either party. The National Advisory Committee on Vocational Education concluded we are not educating to the level of employability, with only 25% of the people who become 18 each year. This is a tremendous waste of resources and we are very definitely interested and concerned about the quality of basic education, about the adequacy of counseling and guidance, about imparting of career and college information. We recognize that you can be a financial success, but be a failure as a person. We recognize there are two educations, one for life and one for work, but we should eliminate this dichotomy, as very few of us avoid work, even those of us who are at fault in education. If people come to us without the requisite skills and habits, the computation and communication skills, we have two choices, either reject this person for employment, or enter into some sort of a remediation program. In one 18 month period in Pacific Company, we were involved in 21 remedial programs in basic education. I don't think this is our bag, I think frankly that this basic education job does belong within the school system.

Personally, I'm quite involved as a volunteer in education. As President of the San Francisco Industry Education Council, I have been involved with the Northern California parent organization. I am state chairman of the Adult Education Advisory Committee, State Board of Education. I am on the Vocational Education Master Plan Committee here in San Francisco and have worn out three superintendents, and am now working with Dr. Shaheen. The schools are in trouble, with inadequate financing. You are all familiar with the problems; I'd here like to emphasize the positive. I wish to briefly describe three projects that we currently have underway. One is a junior high school project which was an interdisciplinary core curriculum around the area of the student's interest. This was an attempt to change

the curriculum to interest the kid. I think most of you are familiar with that concept. If a young student is interested in aviation, hopefully in his math he computes the glide ratio of a 747, and writes about airports and why planes fly, in English, and so forth. This is an attempt to enrich the curriculum with outside teachers, outside speakers and field trips at the junior high school level. We have been working very closely with the senior high school people and the ones who were closest to us, in terms of employability, but we found that probably we need to cut in a little earlier because the kids begin to develop a sense of awareness, who I am, what's out there, where am I going, earlier than the junior-senior year in high school. We loaned a person, full-time to the high schools. Teachers, at our expense, went to San Francisco State to learn team-teaching curriculum development; we put together the curriculum and arranged through the Industry Education Council for field trips, visits, outside speakers, etc. in a curriculum enrichment project. Fifty-two students were involved, 26 girls, 26 boys, for the first two semesters. To get a research component for the project, Dr. Craig and Dr. Champion of San Francisco State, with a little help from some Bell system computers, ran some of the scores to see what happened to these children during the first enrichment semester. We can say that if you enrich that curriculum, and the kid sees where his education is going, and he has some outside experiences, even without changing the basic math and English curriculum, you are going to get statistically significant improvement in basic skills. This helps him to see where his math and English will take him. I have been very personally and intimately involved in helping the project at Mission High get started. Work with the Education Auxiliary has been fantastic. Many people in this room have been actively involved in Mission High. It is not without its problems, but it is a project that we are very proud of and we'd like to see more of these college and career information centers established in high schools with input from the community.

We're proposing a new volunteership program where we would take adult students, who live in a community college district. Approximately 200 or so adult, ESL and citizenship and occupational preparation students would participate in kind of a work experience, in a 4-4 concept. In addition to the classrooms, they would spend time in one of the 300 voluntary agencies of the Volunteer Bureau in office occupation or clerical situation and evaluation. They would have to counsel and help, as a transitional step in a welfare or unemployed status, before employment. The end, of course, is a job. This would enable an employer to have a professional evaluation of a person about his past work in a voluntary setting. This would help them make the transition from school to work. That is another project that we're keeping on the drawing boards.

We have quite a range of projects. The results have been kind of mixed. We don't have too many unqualified successes. It is very hard to keep the Boy Scout and the little old lady thing going. I am not sure that educators are ready for industry to help or that industry is really ready to make more than verbal commitment, in all cases. We need to translate more of the commitment to education at the officer level of U.S. industry into what I call the social responsibility. This is at the local level, the grass roots, time, resources, loan people, as I've heard some people mention here. We have to extend our commitment to education. Too long we have done our thing, each of us, in kind of splendid isolation. It is time to work toward this one community.

Douglas C. Reid: Everyone likes to talk to the kids and try to help them out, like what I've been through with my two children in Boy Scout programs, etc.,

but what was real apparent to me about five years ago when I became involved in the efforts here in San Francisco, was that the schools needed the resources that were available in the business community. The problem was how do you get the resources and the need together? Several people were addressing themselves to this problem in San Francisco and this one group was rather successful. The resources that are available in the business community are first of all the people that are working, who have jobs, and that are on their way to a career or in a career. Business also has the material and physical resources that can be used to assist the schools, and also a business environment, a world of work as people call it. They can make this available to the students and can extend classroom as well. The problem is very few teachers are able to take advantage of these resources. It isn't that they don't want to, it is just that they don't know how to go about getting it done, how to make the contact. This is why I am in this now. Also what I found was that businessmen do want to help. One of the recent jobs that I had in this whole effort was to recruit volunteers for this Mission High Career Counseling Center. The response demonstrated what I thought all the time, that business really wants to help. Someone has to organize these resources, to set up a program in such a way that business people know what they can do. When they are given a job to do, they really take off on it. The response was overwhelming. Actually when we sent out a call for volunteers, we were looking for a hundred or so people to help out in this effort. We sent out a few letters and before we knew it, we had about 115 volunteers that wanted to help out and it's hard to turn this whole thing off. These were people from the business community who said, "Yes, I want to do something, and put me to work". It just indicates that the resources are there, but somebody has to put out the effort.

Another way I got involved in this was that I was a resource person for our company. The Oakland school system called, in case teachers wanted speakers for career days. At this time I was involved in engineering work with the company, because I am an engineer, and I used to give talks at career days in the classrooms. It was quite apparent that very few people are really being affected in terms of guiding their future or inspiring them toward doing better in classes, simply by a one shot deal, about two weeks before they graduate, which was the most of career days. This should take place when they are in junior high or early in senior high school so they can get some direction and inspiration in a career. This is one of the goals of the counseling that is going on here in San Francisco, a one-to-one type program, where you try to match the interests of students with interests and the career direction of a volunteer. I wouldn't say that we don't have a ways to go. What we need in San Francisco is a better organization, or resource bank, where teachers can phone and say, "Look, I need someone to talk about careers in business to my class next week". To illustrate this, yesterday afternoon I had a phone call from a teacher at Woodrow Wilson High School and he told me he'd made 27 phone calls trying to find somebody to talk to, to get some assistance to line up speakers for a job fair day they have coming up in May. He phoned our company and the telephone operator referred him to someone in the Public Relations department. The PR guy called me up because he knew I was kind of involved in this, and it turned out that if there were an agency in the school district this teacher could have called, all this phoning and commotion could have been avoided. We do need an agency or a group that can be called to obtain speakers and resources for teachers. Teachers want to use them and the resources are there.

Hugh Southworth: A questionnaire, filled out by one of the students a couple of weeks ago, asked about the "TRY" program, "Tutor Richmond Youth" and occurring between Chevron Research and other companies in the area and the Richmond schools. In answer to a question, "Would you recommend this program to other students and why", this seventh grader writes, "Some students might have trouble and need this help and this is the best way to get them with people they can talk to, without getting nervous." I thought about that a little bit and it really says, in a capsule way, what "TRY" is, better than anything else. We started out with the idea that we were going to be giant killers who were going to overcome the deficiencies of the school system, transfer a lot of knowledge, smarten up kids, get them interested in careers, and talk to them, and when all is said and done, this matter of just being friendly to them, just talking in a way that doesn't make them nervous really turns out to be the key to whatever success we are having. I am a peon level engineer and I could use up to maybe a third of my time, although it is rather unofficially done, (I'm still supposed to get some engineering duties done), but this thing is just spontaneously growing here and yet it is not in any sense a parasite or a thing that's useless. It seems to blend right in with the purposes for which Chevron Research of Standard Oil exists in the communities where they operate, and that is to help those communities just as they receive help from them. I have as exhibits a couple of the little items that students put together, one a two transistor radio which works and has the headphones with it. It is not any one particular thing that is the key, but something the tutor and student have done together, that they enjoy doing, to give the student a souvenir that he can take home and perhaps be proud to show his friends. We have a slightly more sophisticated version that has a solar cell in it that we are using this year.

To describe how we are working with the schools, in 1966 a couple of us thought that there should be something industry could do with nearby communities, particularly at North Richmond, to let students see an environment in which they could work, that would still be strange to them, a new world. We proposed this in a memo to management, and I'm sorry to say at that time the climate wasn't right, and we didn't receive the courtesy of an answer. That was a couple of employees asking to do this. By 1968 the climate had changed. We were in touch with Joan Haber, then director of Richmond school volunteers, and we learned that by having some outside agency, such as the Engineers Club of Richmond, act as sponsor for this proposal, and ask the company, "Please could we get this started", we got a favorable response. The agreement was to start on a very limited, one carload basis, informally and without any official recognition, which was exactly the right way to start. We did have some initial problems and we were able to get over these humps and learn to feel our way a little bit before we really tried to expand. This gradual, slow, informal format and character has stayed with the program. Our first real session was summer school and we brought just a few students. By fall of 1968 we were promoted to spread out to three junior highs in Richmond, and started with about 18 to 20 students at that time. The School Volunteers office made all the arrangements with the school; the students were chosen by counselors and teachers at junior highs as those students who were not performing at their potential. Of course you can say in a sense that is all of us, but these were students particularly that seemed to have some learning problem, some reason that they were not realizing nearly all the potential that the school sought. In the beginning, perhaps, they tended to send the slow students, ones who had perhaps average ability and whose behavior was much below that level, but later on it became a cross section of the school population. We found that was best, because this way it doesn't get the label of a dumb program, which was causing us some trouble. We have now grown to a total of about 140 students in the program all together, at several companies.

The well trained volunteers in their various occupations at Chevron Research range from Ph.D. research scientist, engineer, technician, to supporting service personnel, such as secretaries, and men in well equipped machine shops, electronic shops and motor shops, where engines are dismantled and tests are made. We really have a great deal of variety, equipment and well trained people who can act as volunteers. This is the strength of the program and the strength that you as volunteers produces a spirit that just cannot be had for money, no matter how much funding a school system has. It is the idea of people willing to come in, to offer their services and time, that is really the key and I think that is very true at Chevron Research. Volunteer work is very, very important, not only because of what volunteers offer, but what they get from it. For awhile, particularly when the social unrest, particularly in the ghetto areas was very much in the news, it was very strange and disconcerting to see a place like Chevron Research, full with Ph.D.s, with the top drawer education that could be had anywhere in the country, and yet any given day a rumor could start and would just blow like an ill wind through that place that there has been some trouble in North Richmond and you better go around the ghetto today, and to see people just almost run in fear. This appalled me, and it was one of the things that made me hope that the tutors can gain by perhaps the first personal acquaintance with a child from a different background, in learning that really the similarities are so much greater than the differences, that when they become friends, much of this sort of thing subsides. I really don't think it could happen today to the extent that it used to.

A case basis is really proving to be the most meaningful thrust in assessing the program. You can look at an individual child, and what you have going for her and whether the improvement in grade, in attitude, or attendance at school is significant. Statistically, a program like ours could be almost meaningless; you can make statistics prove almost anything you want. As an engineer, I am appalled at talk about really measuring results, in effect and in terms of things like self concept. What are the units of that measurement? We can fool ourselves by measuring, when really, just to watch the kid and see him warm up to something like this and want to come back the second year or after he has left junior high and gone on to high school, is a most important thing.

In the absence of Kenneth Casteel, Dr. Sorenson presented the following information about a program in Santa Clara County.

Santa Clara County, around San Jose, has many examples of industry and educational cooperative projects. One program that has been started this year, on a pilot basis, through a coordinated effort with the county schools' office, involves setting up a direct relationship with about 70 industries in their area. These industries supply up-dated information, four times a year, concerning their entry level jobs. For example, the first line supervisor, who is closest to a particular job, lists all of the skills and aptitudes that are required of a person entering that entry level job, and this information comes in to the centralized facility where they have programmed information computerized in their office. From this up-dated, constant in-flow of information from industry, they then produce a number of types of resource materials for use in the schools. At the same time they are doing this, they are working with the schools in developing sequential career guidance programs that involve beginning with students, probably at

junior high level, where the students go through a formalized self-assessment procedure, learning about themselves, recognizing their own aptitudes, and attributes. As they do this, they are doing it in terms of vocabulary that is the key to the same information that the industry is feeding back through the computer, in terms of these entry level jobs. Information then is available for the teachers and counselors who are working with this student. The student can compare himself, with his own self-assessment and with what the requirements in industry and business are. It is very difficult sometimes to bring the resources that are available, into the school program, unless there is a formalized arrangement and structure so that all these resources can be made available. This is going to be one of the key successes of this program in Santa Clara County. In computerating this information from industry as to what the entry level skills and aptitudes are, they are also listing what the skills and aptitudes are for the next level up, and the next levels up, so that when a student looks at a particular occupation or career, he can see what he is interested in and what it is going to take for him to advance to the avenues open to him. This central information is not limited just to being of relevance to the guidance program. They also produce a series of monographs, which are available to the curriculum planners. English, mathematics, and social study teachers can take this same information and see exactly what the job requirements are. If they want to, they can take them as they are listed and make them objectives for their own programs, and build on that. Probably when this really gets to be a full blown program and everybody realizes its worth, this is what we will see happening, that the whole school program will look at these, that have been developed as objectives. It has become a considerable operation with a lot of staff working on this. The rest of us around the bay area, who are in like positions, and county schools offices and other organizations are looking at this program, as to its potential for expansion in the whole bay region. They also are building in the capability of identifying the resources that the industries have to offer, speakers, tours, and material available. The school people can contact this centralized source of information to put them in contact with the type of speakers and resources they need.

WORKSHOP REPORTS

GROUP A - INITIATING A VOLUNTEER PROGRAM

Discussion Leader - Mrs. Virginia Bigelow, Coordinator of Volunteer Services,
Seattle Public Schools, Seattle, Washington

Resource Persons - Mrs. Andre de Baubigny, Past President, San Francisco
Education Auxiliary, San Francisco, California

Mrs. June Taylor, Program Specialist, Project MOTIVATE,
Des Moines Area Community College, Ankeny, Iowa

Recorder - Mrs. Margrette Riley, Richmond, California

ORGANIZATION - One way to start is with a small pilot project, in a homogeneous school, not in affluent neighborhood, but where there are potential volunteers, where the program has a good chance of being successful. If started small, it will be successful and manageable and develop into a larger program. The program in a lower income neighborhood could be of importance to the children. Be flexible, as different things work for different schools. In San Francisco the program grew in four years time from 10 volunteers to 1500. Approach to organization of a school program could be:

1. Letter to the principals.
2. Survey needs, through teachers' requests for volunteers, as to their job and time needed.
3. Survey of volunteers and their availability.

If necessary, find a weak receptive link where the schools will listen to a plan, such as story telling by volunteers. To start the program, it is advisable to approach an organization to initiate it. Appointment of an advisory board, with good community representation, is very important, but should be made up of administrative volunteers who will work; should include community persons, men and consumer of services. Informing state superintendent and state department personnel will help initiate more programs. There is no need for high finances or luxuries in program. Start small with request to administration for stamps, paper, etc., then later ask for other things.

STAFF - Before any program can be organized, you must have the cooperation of staff. A staff coordinator is important. Staff orientation to a volunteer program could be held in teachers' meetings in the fall. At this time the volunteer program could be explained and an understanding of the value of volunteers, and discussion as to the possibilities of initiating this type of program. Principal should outline various areas where volunteers can help, such as audio-visual aides, tutors, office helpers, etc.

ENRICHMENT - Type of enrichment or resource people that could be used are fishermen, musicians (members of symphonies), and anthropologists. Principals could talk with teachers as to their suggestions for the types of resource or enrichment people that would be of value for their classes. Keep a card file on resource people.

ORIENTATION - A job description for the volunteer is primary for assignment and orientation. Some principals wish to train their own volunteers, but a basic orientation should be held first for all volunteers. In a large city, orientation could be held three times in the fall, in different areas of the city, depending on need. In-service training with a specialist in a particular field could be held in conjunction with orientation - i.e. reading, math, science, library, etc. It is important to train in reading over and over, under direction of reading consultant. A volunteer may start without basic orientation, but should take it at the next scheduled session. It is important for teacher to have release time to talk with volunteer about problems. The staff coordinator arranges time for the conference with teachers about students. Orientation should emphasize to the volunteer the fact that the teacher is the school professional, but the volunteer may be an unpaid professional of another category. Keep volunteers informed.

PUBLICITY OR PUBLIC RELATIONS - Get as much coverage as possible from all media areas. Be fearless. Try anything that might create interest. Keep a scrapbook of all activities. Work for the coverage and support of the total community. Create a speakers bureau. Involve Project RISE of PTA.

PLACEMENT - In Seattle, principals want parents to work in their child's school. If a volunteer is not helpful, change his assignment.

RECRUITMENT - Attempt to recruit volunteers who have a positive approach. Channel other people if possible into office work. Approach industry to give release time for volunteering. Volunteers should be screened. Classroom teacher is good resource for mothers who could volunteer. If blacks are needed, firemen are good resource. Lower income people usually are more receptive to working in their own schools. Alcoholics or "sick" volunteers should not work with children. We need to get grassroots and multi-ethnic volunteers and it is a problem to get a cross section. The college-trained or professional person will be the first to volunteer because they are attuned. Recruit volunteers who won't be negative but who see the positive.

RECOGNITION - Types of recognition that could be used are spring tea for both teachers and volunteers, Thank You notes, and certificates of appreciation. Promotion to committee chairman positions is recognition; principals may make these recommendations. Children motivate the volunteer to keep on working and this is a form of recognition.

EVALUATION - The program should be evaluated regularly. This is done monthly in Seattle, with a coffee after school, that teachers, principals, and volunteers can attend. It is extremely important that the volunteer and the teacher have the opportunity to confer together. The staff coordinator should arrange the conferences between volunteer and teacher. As the volunteer is evaluated, and if problems should arise, then it would be best to change the assignment. Seattle periodically conducts personal self-evaluations by volunteers.

- PROBLEMS - 1. Teachers sometimes feel threatened. If they do, they should not have a volunteer placed with them. Never force a volunteer upon a teacher. To counter criticism of volunteers, talk about them as "resource" or "expert in field".
2. Transportation of volunteers, especially with student volunteers. Car pools can be one type of solution.

3. Parents may object to a volunteer as non-professional, and even "subversive".
4. Volunteer may feel she is to replace teacher, or spy on her. Orientation can correct this.

GENERAL INFORMATION -

1. Children are the important persons in a volunteer program. The total program should be based around what is best for them.
2. Don't use alcoholics.
3. The majority agreed that it is best if the mother does not work in her own child's classroom.
4. The volunteer is a reinforcement for the teacher, and should never be placed in a teaching position.
5. There was a difference of opinion if PTA and school volunteer program should be kept separated.
6. A bulletin board in school office is useful for relating information to both teachers and volunteers.

RESOURCE MATERIALS -

1. Film: The Art of Human Giving Project MOTIVATE
Available on loan or to purchase Des Moines Area Community College
2006 Ankeny Blvd., Ankeny, Iowa 50021
2. Slide Presentation: Beginning to Read Same source as above.
Available on loan or to purchase
3. What's Happening An Effective Teacher Aide Program, Santa Rosa, California
Geo. A. Pflaum, Publisher
38 W. 5th Street
Dayton, Ohio 45402

GROUP B - RECRUITMENT - SUBURBAN

Discussion Leader - Mrs. Kathy Hulme, Aide Coordinator, Hope View School,
Huntington Beach, California

Resource Persons - Mrs. Theodore R. Keiler, Suburban Recruiter, Mill Valley
Schools, Mill Valley, California

Mrs. Karl Mosher, Volunteer Program, Diocesan of Oakland
Oakland, California

Recorder - Mrs. Edna Hathaway, Pinole, California

The program participants were mostly volunteer coordinators in their school districts. Each program participant discussed recruitment methods from the volunteer program in her school. It was noted that in California most of the school coordinators were unpaid volunteers, who had to be recruited.

Suggestions for recruitment were:

- Fliers or letter sent home with the children, follow up with a personal call and an interview for those interested.
- Posters in churches and other places where public meetings are held.
- Excellent publicity coverage.
- PTA meetings.
- School and church newsletters.
- Neighborhood coffees.
- Request by teachers or principals to parents.
- Senior citizen groups and retirees.
- Word of mouth - direct approach to person, using a personal angle, helps to overcome hesitancy of working with children, is one of the best methods.
- Secondary students with slow learners.
- College students, where available; given credit in Huntington Beach, California.

In Danville, California, the principal gives each new student a handbook explaining need for volunteers and requesting help. Classifications of volunteers recruited in Huntington Beach, California, were classroom aides, curriculum aide, resource aide and library aide.

Resource volunteers are needed for assistance in field trips and to assist bilingual children. For specialty resource persons, contacts may be made with chapters of national organizations in your community, such as conservation groups, Audubon Society, etc. and to professional persons and organizations.

General aids to help in recruitment:

- Keep file on all specialists that are or could be used as resource people.
- Community involvement aides recruitment.
- Survey teacher needs so you know what types of volunteers need to be recruited.

Good recognition provides happy volunteers, which in turn is a recruitment technique. In Huntington Beach, volunteers are given two appreciation luncheons a year, with principals and coordinator cooking and serving. Money for food is donated by teachers. Children make flower leis from flowers purchased with money donated by teachers. Awards are certificate if volunteer gives up to 20 hours and a pin for over 20 hours during a year; second year, a guard is given for pin.

It was recommended that school should provide insurance coverage for volunteers. Reassurance to potential volunteers that good orientation and training is available to them helps recruitment. University of California at Berkeley offers 4 two-hour sessions to volunteers in reading, math, and speech defects, conducted by professors.

If workshops are conducted for teachers in the use of volunteers, entire program will benefit.

GROUP C - RECRUITMENT - URBAN

Discussion Leader - Mrs. John H. Dills, President Board of Volunteer Bureau of San Francisco, California

Resource Persons - Mrs. Ila Calloway, Co-chairman, Orientation and Training of Volunteers, Oakland Public Schools Volunteer Program, Oakland, California

Mrs. Oscar Daniels, Recruitment Chairman, San Francisco Education Auxiliary, San Francisco, California

Mrs. Diane Frost, Volunteer Recruiter, Richmond, California

Mrs. Pat Wadleigh, Volunteer Recruiter, School Resource Volunteers, Incorporated, Berkeley, California

Recorder - Mrs. Dorothy Benson, Kensington, California

The key to volunteer recruitment in the urban community is motivation to join the organization and be motivated to stay with the organization. Enthusiasm and belief in the program by current volunteers, conveyed to others, is extremely effective.

When senior citizens and students are involved, it will probably be necessary to make transportation arrangements.

Tips and techniques for recruitment:

Business people make good volunteers, as they approach their assignment as they approach their work.

Outdoor advertising.

Direct mail to friends from current volunteers.

Posters and leaflets - placed on bulletin boards in community centers, temples and churches, laundromats, bowling alleys, grocery stores, pool halls, etc. For minority groups, use native language on posters and leaflets.

Car with a loud speaker.

The "grapevine" which exists in all communities.

Youth - college and high school students; credit may be given to those who volunteer on regular basis; transportation may be needed.

Clubs and community organizations.

Recruitment desk in each school.

Senior citizens; transportation may be needed.

The session was concluded with this thought in mind: To recruit, COMMITMENT; recruit in your own area; and Recruit for INVOLVEMENT FOR SELF PRIDE AND SELF DEVELOPMENT.

GROUP D - PRESERVICE AND INSERVICE TRAINING OF VOLUNTEERS

Discussion Leader - Eugene McCreary, Professor Department of Education, University of California, Berkeley, California

Resource Persons - Mrs. Margaret H. Duffy, Training and Education Supervisor,
San Francisco Volunteer Bureau, San Francisco, California
Mrs. Mary Hiatt, Principal, Olive School Volunteer Group,
Novato Unified School District, Novato, California
Mrs. Eileen Payne, Instructor of Volunteers, Canada
College, Redwood City, California
Hal Ulery, Director of Curriculum, Ocean View School
District, Huntington Beach, California
Recorder - Mrs. Natalie Salsig, Kensington, California

To effectively conduct preservice and inservice training:

- Plan adequately and thoroughly.
- Professional staff must be involved.
- Realize differentiation between orientation and training for attitudes,
knowledge and skills.
- Inservice training for teachers is necessary, so they can work
effectively with the resources and assistance from volunteer.
- Volunteer needs to be flexible to meet changing needs and conditions.

GROUP E - VOLUNTEER - STAFF RELATIONSHIPS

Presiding - Miss Constance Roach, Past Chairman, Oakland Public Schools Volunteer
Program, Oakland, California

Panel:

Teacher - Mrs. Valerie O'Brien, Second Grade, Emerson Elementary School,
San Francisco, California

Administrator - Mrs. Helen Spence, Curriculum Coordinator, Richmond Schools,
Richmond, California

Volunteer - Mrs. Margaret Sparks, Director, Richmond School Volunteer Program
(former volunteer)

Resource Persons - Joseph W. McMahan, Superintendent, Salinas City School District,
Salinas, California

Mrs. Ginny Schultz, Parent
Oak Manor School, Fairfax, California

Recorder - Mrs. Joyce Frye, Richmond, California

The following are problems and misunderstandings experienced by both volunteer and
staff, and solutions to these problems.

Problems:

1. Lack of good communication between volunteer and teacher; volunteers often complain that the teachers do not discuss plans with them.
2. Teachers do not make full use of the volunteer's capabilities.
3. Volunteers want to work with children, but are given "housekeeping" jobs instead.
4. Some teachers mistrust the volunteer; feel she is there "to keep tabs on her".
5. Teachers want, and have the right to expect, volunteers to be reliable and consistent, so far as time is concerned.
6. Volunteers feel they are "left out in the cold"; they are not invited to staff meetings, which might give them a better understanding of school problems, or a better perspective on the total school situation.

Solutions:

1. Orientation and training programs for both teacher and volunteers, primarily to disseminate information.
2. More paid coordinators to bring together the paid, unpaid, and student volunteers (Future Teachers of America).
3. Establish program in the community, present it to the school board to assure that all rules have been followed, and then have staff liaison present plan to the school staff who are given the choice of whether to accept the use of volunteers.
4. Coordinator should interview and selectively place all volunteers and other personnel in their assignment.
5. Determine how the teacher wishes to use volunteers (job description) so that the right selection of a volunteer is made.
6. Paid aides may be needed to recruit volunteers in poverty areas where the need for volunteers is greatest.
7. Use all means possible to reach people of the community.
8. A speaker's bureau can enlist help from clubs, churches, organized groups, business people, etc.
9. The community at large should have many resources to offer in skills and materials to a school enrichment program.

Helen Spence, a panel member, expressed the hope that all will remember the human side when dealing with others; volunteers with staff, and staff with volunteers. Put yourself in the other's position, and attempt to see things from the other person's point of view.

GROUP F - SUPERVISION, RETENTION AND RECOGNITION OF VOLUNTEERS

Discussion Leader - Mrs. Sarah Davis, Director, Volunteer and Tutorial Services,
Los Angeles City Unified School District

Resource Persons - Clark Collins, Director, Committee of Interested Parents,
Elsinore, California

David Lakin, Director, Elementary Education, Corona, California

Recorder - Mrs. Barbara Johnson, Pleasant Hill, California

SUPERVISION:

Always give volunteers something meaningful and constructive to do.
Praise the volunteer for his services.

RETENTION:

Why are there so many volunteer dropouts?

Poor placement.

Lack of supervision.

No guarantee that volunteers' participation will be effective.

Long range potential for volunteers' self-development isn't utilized.

Volunteers' good intent could be exploited by ignorant or aggressive school people.

Opportunity for personal growth could be curtailed.

Time, talent and skills were not utilized in useful way.

Job ladders were not encouraged, i.e., a volunteer who has done an excellent job should be given the opportunity of moving up, such as to a trainer of other volunteers.

In Elsinore, the principal guides the volunteer program and volunteers become non-paid members of the staff. Volunteers are rotated in jobs, and community issues are discussed. Thus the whole town is working together. He goes directly to homes when there is a conflict between students, or a personal home problem. Their advisory board is large and a coalition of all citizens, from students to those through age 85, and a forum for discussion for improvement and evaluation of the program. Supervision is direction, guidance, and evaluation. This comes best from the teacher or principal. With proper supervision there should be no destructive behavior in aides or teachers. You give them other methods to use.

TRAINING:

Once a month training-discussion sessions at the school level should be held. The program should be planned with the volunteers and staff should listen to them. The program should be built on strengths; don't worry about what an aide can't do.

TYPES OF RECOGNITION:

Staff should ask questions of and listen to the aide.

Volunteer should have some type of symbol to wear, such as a badge, pin, or button.

Get publicity through news media.

Volunteer needs place to leave her belongings.

Invite the volunteer to faculty meetings and parties; let her know you like her.

Make sure the job is important, that the volunteer is not doing the same thing as a paid aide or secretary.

Offer auxiliary services, such as babysitting or transportation.

Personal thanks from the teacher.

QUESTIONS AND ANSWERS THAT WERE DISCUSSED:

Q. How do you get a commitment and prevent dropouts?

A. Training sessions help, and explaining school schedule to volunteers. Expect a professional commitment from the volunteer. Match interests of volunteers with the needs of the school.

Q. How do you train a teacher to work with a volunteer?

A. Make training mandatory. Use psychology, by using teachers who have had success with volunteers to train others. Stimulate them.

Q. What type of organization is needed in each school?

A. Each school should have both a staff coordinator and a volunteer (parent) chairman.

Q. Who should be involved in volunteer program and what type of involvement is necessary?

- A. 1. Parent involvement is essential; parent and teacher needs to meet.
2. A volunteer should visit and observe before starting to work.
3. Senior citizens are an important source for volunteers.
4. A total commitment is necessary to be effective.

Q. What type of a commitment does a teacher make?

A. Teacher must be willing to plan, direct, and supervise a volunteer. She should expect the volunteer to respond as a professional and be dependable. Don't allow the volunteer to over-commit themselves. Have them start slowly and then build up.

Q. Does a volunteer who has been volunteering for a period of time need additional training?

A. Yes! Ongoing specific instruction, be it in class, workshop or seminar, is always necessary.

Excellent resource materials on retention, supervision, and appreciation were distributed by Sarah A. Davis.

GROUP G - VOLUNTEERS AND CAREER LATTICE PROGRAMS

Discussion Leader - Mrs. Shirley K. Rosenberg, Coordinator, Teacher Assistant Program, San Mateo Union High School District, San Mateo, California

Resource Persons - Elwyn Gregory, School-Community Service Program, San Mateo Union High School District, San Mateo, California

Mrs. Debbie LaSalle, Director, Career Opportunity Program, Richmond Schools, California

Mrs. JoAnn Ochoa, Head Teacher Assistant, Coordinator of Volunteers, Ravenswood City School District, Palo Alto, California

W. Howard Schoon, Director, Special Education, City College of San Francisco, San Francisco, California

Recorder - Mrs. Eugene Lepori, Oakland, California

Shirley Rosenberg, Director San Mateo volunteers, described program involving training teacher assistants for careers.

Debbie LaSalle, Director Career Opportunity Program, described the program in the Richmond School District where teacher aides are trained and progress up a ladder until they are eventually qualified to teach.

Elwyn Gregory, San Mateo School-Community Service Program, described a program of thousands of student volunteers placed in hospitals (in all departments except maternity and surgery), police departments, child care centers, and private businesses, such as car agencies, service cars, electric shops, bakeries. Students received school credit and training for careers. The program also builds community relationships with the students and tends to make their education more relevant. They volunteer 4-6 hours per week.

GROUP H - VOLUNTEERS IN COLLEGE AND CAREER INFORMATION

Discussion Leader - John Harrington, Job Counselor, Mission High School, San Francisco, California

Resource Persons - Mrs. Alice Dekker, Coordinator, Richmond Volunteer Counseling Program, El Cerrito, California

Mrs. Cappy Greene, Captain of Volunteers in College-Career Information, Galileo High School, San Francisco, California

Mrs. Elizabeth Marcus, Dean of Girls, Lowell High School, Coordinator Peer Group Guidance, San Francisco, California

GROUP H -

Resource Persons - Mrs. Robert Summerville, Member, San Francisco Industry and Education Council and San Francisco Education Auxiliary
San Francisco, California

Recorder - Mrs. Leon Seyranian, Oakland, California

The Volunteers in College and Career Information, or VICCI, is an innovative attempt to improve guidance services within San Francisco High Schools. The program developed on the following premises:

1. That the counselor case load was too high so that counselors could not provide all the information about careers and college that the students wanted and/or needed.
2. That students are seeking this information and would use an information service if it were available.
3. That a team of volunteers could be recruited and trained to provide an information service and other help for the students and staff in each high school.

The San Francisco Board of Education endorsed the concept of using volunteers to provide career and college information to high school students and asked the San Francisco Education Auxiliary to assume responsibility for the development of such a program. The Auxiliary, an organization of school volunteers, completed plans for the development of the program, obtained Board of Education approval of the plan, and raised the funds to cover costs of conducting the program. The project funds have been generously provided by the Junior League of San Francisco, the San Francisco Foundation, and the Zellerbach Family Fund. These organizations underwrote the costs of the program during the first year (\$30,000); it was assumed that the use of local private funds to get the program underway would insure greater flexibility. The three groups will share the costs of VICCI with the San Francisco Unified School District during the second and third years. If the project is deemed successful at the end of three years, the school district will, upon approval of the Board of Education, subsequently absorb the full costs of continuing operation.

Five senior high schools were selected for participation in the VICCI project during the first year:

WILSON - a school with a Black student majority and a minority of White students from working class families.

MISSION - a school with a sizeable Latino student population, both American and foreign born, and also a significant Black student population.

GALILEO - a school with a Chinese student majority ranging from recent immigrants through third generation Chinese-Americans; and also a significant Black student population.

BALBOA - a school with a broadly representative student population.

LOWELL - San Francisco's non-district academic high school (anticipating more requests for college information).

One must visit and spend some time at each of these schools in order to know the special challenge which each present. A racial breakdown alone in no way describes the unique situation at each school.

To insure that the volunteers receive proper training and supervision, the program was placed under the direction of a credentialed counselor, Jim Gordon, the Project Director, who is an employee of the San Francisco School District and who takes direction from the Supervisor of Guidance and Counseling and from the Advisory Committee and Executive Committee for the project.

The Project Director operates with a Coordinator of Volunteers, who is a volunteer, and a team captain at each school.

Three major results have been demonstrated by the project at this point:

1. that it is possible to train and use volunteers to provide a variety of pupil personnel services;
2. that the service is desired and used by students and staff and is a success in its first year of operation; and
3. that flexibility is necessary to operate and that flexibility is what VICCI lacks in school district operation.

REPORTS OF ON-SITE VISITS

GROUP A - WORKING WITH NON-ENGLISH SPEAKING CHILDREN

Chinese Education Center, Commodore Stockton Annex,
954 Washington Street, San Francisco, California

Chinese Bi-lingual Demonstration

Resource Persons - Nicholas Bartel, Curriculum Writer, Chinese Education Center
Miss Rosemary Chan, Community Teacher, Chinese Education Center
Miss Claudia Jeung, Teacher, Chinese Education Center
Michael H. Kittredge, Project Director, Chinese Education Center

Spanish Bi-lingual Demonstration

Resource Persons - Mrs. Lila Heilbron, School Counselor, San Francisco, California
Mrs. Anne Keating, Learning Specialist, Le Conte School,
San Francisco, California

Recorder - Mrs. Yvonne Duer, Richmond, California

Methods as to how to best tutor Chinese and Spanish speaking students was related or demonstrated.

Information concerning tutoring in general

It is an individual experience between two people.

If the difference is too great between two people, communication becomes impossible.

Tutors should strive for a warm relationship and good communication with tutee.

No one tutoring method is correct; whichever method works best in a particular situation should be considered correct.

Don't disappoint the tutee. If he expects you, be there.

Recommendations in tutoring Spanish speaking children

Realize that each ethnic group reacts in a totally different way; he moves and expresses dignity in a totally different way.

Don't try to change a child overnight. Accept him for what he is now.

Don't negate or deride his past life or heritage.

Allow the tutee to give to you also. This bolsters his self-respect when he feels he can give you something worthwhile.

Let him teach you his language and customs. Share in his past life.

Inservice training is the key to a good bi-lingual training program.

More Spanish speaking mothers are needed as volunteers.

Help with reading, then quiz the student in Spanish to check on comprehension.

Ask child to learn one new word a day. Keep the words on a file card.

Students then take cards to the board with them to help them compose stories.

Volunteers teach other skills to students, such as macrame or Origami, which gives students something unique when they enter regular classrooms.

"Acting-out" games, with creative dramatics or body language, good for tutees.

Recommendations in tutoring Chinese speaking children

Listen to stories on tapes with headphones and follow along in a book.
Verbal bingo, using words supplied by the children themselves.
A vocabulary "Concentration" game using words pertaining to a recent field trip.
"Language Cycle" used at Chinese Education Center.

Only oral English is taught to children.

Students are there for approximately one year, before they move to neighborhood schools.

Teachers attempt to keep studies relevant to the childrens' lives outside the classroom, i.e., words from baseball games or from field trips.

GROUP B - PROGRAMMED READING AND USING TEACHER-MADE READING AND MATH MATERIALS

Frank McCoppin Elementary School, 646 Seventh Avenue,
San Francisco, California

Coordinators of Demonstration - Mrs. Beatrice Lynch, Project Director, Sullivan
Reading Pilot Program, San Francisco Unified
School District

Mrs. Barbara Moore, Principal, Frank McCoppin
Elementary School

Demonstration Participants -

First Grades:

Teacher - Mrs. Mitzi Shinn, assisted by Miss Joycelin Woo, para-professional
Teacher - Mrs. Elizabeth Gilkey, assisted by Mrs. Doris Pellet, para-professional
Teacher - Mrs. Marilyn Keller, assisted by Mrs. Lila Rich, volunteer
Teacher - Mrs. Helen Watt, assisted by Miss Nancy Dobie, volunteer

First and
Second Grade:

Teacher - Miss Marilyn Cereghino, assisted by Mrs. Edna Lane, volunteer

Second Grade:

Teacher - Mrs. Audrey Endress, assisted by Mrs. Mona Milam, volunteer
Teacher - Miss Florence Blenman, assisted by Miss Maryanne Dobie, volunteer

Third Grade:

Teacher - Mrs. Grace Young, assisted by Mrs. Anna Rodriguez, para-professional
Teacher - Mrs. Bette Scope, assisted by Mrs. Stella Kato, volunteer

Recorder - Joan Boley, Danville, California

This primary school (K-3) is involved in the "Richmond" program of busing for Ethnic Balance. The McCoppin School accepts students from their own district and busses in approximately 100 students.

By participating in this program the San Francisco School District gives the school \$1,200,000. They have 16 classes completely integrated, many students having severe problems with the English language. The school has adopted the Sullivan reading program. The most unusual concept of this program is the employment of a full-time resource teacher. The school has 5 para-professionals (aides) and a large volunteer group. The resource teacher coordinates all the aides and a large number of volunteers. They are assigned as the teacher need arises. She also teaches unusual classes in photography to all grades (K through 3) and supplies resource materials on the Sullivan reading program and teacher-made math materials to the entire staff. The resource teacher also trains volunteers and aides in phonics for reading tutorial assignments and photographic knowledge for aides to work with children.

The school offers one 3rd grade "Contrast" class where the teacher runs an individualized teaching program. The teacher has a contract with each child, working on his individual abilities, and developing his own curriculum.

Various techniques discussed in tutoring were using -

Tape recorder for shy, introverted kids.

Music, primitive, medieval, baroque, or romantic.

Puppets with letters.

Sugar cubes as personalized squares for go around track game.

Drills, in a fun way.

Free choice of reading.

GROUP C - ENRICHMENT PROGRAMS FOR CHILDREN

San Francisco Museum of Art, McAllister & Van Ness Avenue,
San Francisco, California

MUSEUM DOCENTS - Directed by Mrs. Barbara Moehring, Women's Activity Board
of the San Francisco Museum of Art

AIRLINE HOSTESSES - Directed by Miss Nancy Hughes, Pan American Enrichment
Program, San Francisco, California

COMMUNITY ARTISTS AND RESOURCES - Presented by Jean Sander, San Francisco
Geraldine of Toad Hall, Oakland, California

Hostess - Mrs. Richard R. Miller, Vice President, San Francisco Education
Auxiliary, San Francisco, California

Recorder - Mary Jane Johnson, Oakland, California

Three different groups or activities were observed in the visit to the San Francisco Museum of Art.

- I. In the program presented by Miss Nancy Hughes, an airline hostess for Pan American Airlines, there are 150 hostesses who have volunteered. They are used in the schools in any of the following three ways, attempting to meet the needs of both the teacher and the hostess.

Job related topics, such as math or home economics background, helping in these subjects in the classroom.

Visit to a classroom when the children are studying a country in which she has traveled, discussing interesting information that she has acquired.

Special interest areas such as music, arts, or crafts.

- II. Mrs. Moehring worked with a group of children in the media of art. Volunteers who enjoy art, and like working with children are used in this enrichment area. Simple equipment is used, in a big room and with coverings for the children's clothes. One technique that is used is taping paper to the walls and allowing the children to paint. They also work with clay, glue, and other crafts. This room is used only for arts and crafts.
- III. Mrs. Sander is with the Associated Guilds, which is dedicated to keeping alive the lost arts of our heritage, such as weaving, candle making, and bread making. They work with children in grades K through 3, either in the children's classroom, or if the teacher prefers, the Guild will establish a place where the class can come to them. The actual demonstration presented kindergarten children participating in candle making and wool spinning.

GROUP D - VOLUNTEERS GIVING INFORMATION FOR COLLEGE AND CAREERS

Balboa High School, 1000 Cayuga Avenue, San Francisco, California

Program Participants - Mrs. Jean d'Anne, Chairman, Steering Committee of VICCI (Volunteers In College Career Information), San Francisco

Mrs. Judy Miller, Coordinator of Volunteers for VICCI, San Francisco

Jim Gordon, M.A. in Education/Counseling and Guidance, Project Director, VICCI, San Francisco Unified Schools, San Francisco, California

Mrs. Donna Prichard, VICCI Team Captain at Balboa High School, San Francisco

Tim Mossteller, Business Volunteer, Standard Oil of California, San Francisco

Recorder - Mrs. Eugene Lepori, Oakland, California

The group visited the counseling center at Balboa High School, where volunteers and staff explained the program. See report from Thursday, Group H.

GROUP E - WORKING WITH HUMAN RELATIONS STAFF IN DEVELOPING AND CARRYING OUT PROGRAMS DESIGNED TO ESTABLISH AN AWARENESS OF CULTURAL HERITAGE, USING MULTI-MEDIA, Multi-Ethnic Project, Oakland, California

Program Participants - Mrs. Robert Hughes, Chairman, Multi-Ethnic Project, Oakland, California

Mrs. Jack Aikawa, Oakland, California

Mrs. Bennett Christopherson, Oakland, California

Mrs. Peter Dodge, Oakland, California

Mrs. Mike Grbich, Oakland, California

Mrs. George Matsumoto, Oakland, California

Mrs. Donald Poulton, Oakland, California

Recorder - Margaret Toomey, Oakland, California

Visitors to the Multi-Ethnic Project in Oakland, California, were given a "Passport to Discovery".

The Multi-Ethnic Studies Project began in the summer of 1968 with a summer school for 212 elementary school children, staffed by teacher volunteers assisted by community citizen volunteers. The program content was of a multi-ethnic character. Another such summer school was held in 1969, again stressing universality among man but recognizing cultural differences. From these two summer schools, the professional staff of the Office of Human Relations and Community Volunteers developed a special in-service course for teachers held in the spring and fall of 1970 at the Administration Building Annex of the Oakland Public Schools.

The course was presented in a multi-media facility which included slides, audio-tapes, artifacts and publications developed in the Office of Human Relations such as the Multi-Ethnic Calendar, booklets on Martin Luther King, Jr., Gung Hei Fat Choy, El dia de La Raza, recipes, games, activity sheets, toys around the world, etc. The ethnic groups presented during the course included the Afro-American, Chinese-American, Japanese-American, Jewish-American, Irish-American, Mexican-American, and Native American.

This course has been adapted for use at Manzanita Elementary School during the district's Human Relations Minimum Day Programs involving certificated staff, community citizens and Teacher Corps interns and since then, various parts of the Multi-Ethnic Studies Project have been used during cultural exchange days between Lincoln and Chabot Elementary Schools, Minimum Day Programs at Franklin, Fruitvale and Webster Schools, the Student Leadership and Community Human Relations Workshops, and with teacher training programs such as Oakland Teacher Corps and Operation Fair Chance.

PURPOSE - to establish an awareness of the cultural heritage within a multi-media facility of teachers and students in the Oakland Public Schools

HOW - through a unique learning center housing --

- a Mini-Theater, where slides are shown on five screens simultaneously
- an Activity Hub for role playing and simulation games, small group discussions, arts and crafts, food tasting
- a Mini-Museum for class projects from students and teachers having artifacts and around the world clothing
- a Research Laboratory having books and magazines, film-strips and loops, records and tapes, activity sheets, reference materials

ANTICIPATED RESULTS FOR THE PARTICIPANT ARE TO --

- recall significant information
- differentiate between fact and opinion
- define problems sharply
- bring appropriate knowledge to bear upon a given situation
- see relationships
- draw inferences
- raise further questions
- transfer knowledge gained from one media to another
- employ social science skills and methods
- use research tools
- validate statements or justify conclusions he draws
- propose and test alternatives
- make decisions
- identify new problems which can lead to further inquiry
- appreciate human diversity and the contributions of minorities
- appreciate the relationship of music, art, literature, and folklore to history
- use the arts to express their own understandings and ideas

GROUP F - STUDENT TUTORING STUDENT

George Washington High School, 600 - 32nd Avenue, San Francisco,
California

Role playing demonstration of high school students who receive experience and academic credit, tutoring junior high and elementary students.

Resource Persons - Mrs. Irving Klompus, Vice President, San Francisco
Education Auxiliary, San Francisco, California

Mrs. Margaret Winthrop, Teacher, George Washington
High School, San Francisco, California

Richard Castile, Teacher, San Francisco Unified Schools,
San Francisco, California

Recorder - Mrs. Walter Starr, Tiburon, California

The program was started at George Washington High School in 1969 with two students, in two elementary schools, supervised by two teachers. The following term there were 12 students involved. In the spring of 1970 50-55 students participated; 50-55 in the fall of 1970, and 93 in the spring of 1971. The administration gave release time to work with this project. The sessions were held during the lunch period plus one extra period.

Sixth grade students were used to tutor first grade. In addition to the improvement of skills and abilities, emotional and social development of the child and a non-establishment rapport have developed with the tutee.

GROUP A - TECHNIQUES TO HELP CHILDREN READ

Discussion Leader - Dr. Ervin Rose, Director, Education Improvement Service,
Lanham, Maryland

Resource Persons - Albert S. Owen, Jr., Principal, Edgemont Elementary School,
Riverside, California

Mrs. Ken Schippelman, Parent Tutor, Oak Manor School,
Fairfax, California

Mrs. Sybilla Shelledy, Special Teacher, Oak Manor School,
Fairfax, California

Harold Zier, Director, Office of Volunteer Service,
Denver Public Schools, Denver, Colorado

Recorder - Mrs. Elizabeth Peterson, Pleasant Hill, California

The discussion was divided into two areas:

- A. Setting up a Training Program for Volunteers in Reading
- B. Techniques for Volunteers (as opposed to teachers)

Mr. Owen spoke of the new educational by-word, "accountability". He passed around copies of a "Collective Viewpoints Tally Sheet" (educational goals), which is used in his district. This tally sheet lists 105 possible goals, with columns for the parent to rank the importance of these goals. According to Mr. Owen, the parents listed these goals as being of most importance to them: 1. self-esteem, 2. reading, and 3. mathematics. He believes that volunteers must be involved in the selection of goals. His district uses Southwest Regional Lab materials, excerpted materials from the Harper, Row reading program and the Sullivan Reading Program. These programs involve positive reinforcement (don't say, "You're wrong", but, "Let's try it again"). Volunteers in his district are instructed in the "hardware" and structure of the reading program and assist in this context only, never teaching; teaching is done by teachers.

Mrs. Schippelman explained that her district is a very small one and the volunteer program a very new one, still in the process of being set up. The Fairfax volunteers approach tutoring in a more informal, relaxed way. In fact, if a child does not want to read on a given day, the volunteer does not insist that he do so, believing that a warm, friendly attitude will go further, in the long run, toward helping a child solve his reading difficulties. Dr. Rose agreed with Mrs. Schippelman that these qualities were important, but pointed out that everything we do must relate directly to reading. She then passed around copies of a paper written for volunteers at her school entitled "Techniques for Helping Children Learn to Read Better".

Mr. Zier spoke of two programs operating in his district. The Denver School Volunteer Program organizes women to work in the classroom, assisting the teacher with average or above average students. This group is entirely self-supporting, solicit their own funds, and receives monthly in-service training from curriculum people. Teachers must attend a workshop before being assigned

a volunteer. He believes that games work well in reading tutoring, and having the child dictate or tape record an original story. Mr. Zier stated that often children relate better to a man's (rather than a woman's) voice on tape. He suggested using spelling lists to construct phrases or sentences.

The second program in Denver was the Community Study Hall program. This is an evening program operated in the community at churches, clubs, etc., for 4th, 5th and 6th grade children. The volunteers mostly are recruited from service clubs, fraternal orders and the like, and involves not only tutoring but social activities as well.

Dr. Rose briefly mentioned Project VOICE, which involved 30 to 50 paid volunteers who were trained to coordinate reading volunteer programs.

In response to a question about college courses for volunteers, Dr. Rose stated that many local colleges are now requiring volunteer work in reading in conjunction with course work for Education majors. A representative from Harper-Row mentioned that colleges are now offering courses, on location, to business employees. He also said that a University of Indiana study concluded that student tutors should not come from the school of the tutee. There was much disagreement among the group regarding this point.

GROUP B - ENRICHMENT VOLUNTEERS

Discussion Leader - Mrs. Barbara Leighly, Vice President, School Resource Volunteers, Incorporated, Berkeley, California

Resource Persons - Mrs. Julie Battle, Community Resource Director, School Resource Volunteers, Incorporated, Berkeley, California

Mrs. Alex Boley, Danville, California

Dr. Lee Mahon, Elementary Education Office, San Francisco Unified School District, San Francisco, California

Mrs. Maurice Oppenheimer, Volunteer in Creative Drama, San Francisco, California

Mrs. Anne Wallach, Teacher, Lowell High School, San Francisco

Recorder - Mrs. Dorothy Benson, Kensington, California

There are many areas where the category of enrichment may be used: art, music, pantomime, drama, black studies, science, dance, special services (field trips), social studies, astronomy and really, anything that any person wants and for which a suitable volunteer (teacher) can be found.

In the school systems where volunteer programs are currently in operation, the volunteer office has a file of people with different skills and talents who are willing and available upon request to aid any school or teacher who requests their services. The central office puts these people together, generally, to work out their own arrangements.

GROUP C - MATHEMATICS TUTORING

Discussion Leader - Mrs. Francis Scott, Teacher, San Francisco, California

Resource Persons - Jess Centeno, Account Coordinator, Metropolitan Life Insurance Company, Math Tutor, San Francisco, California

Mrs. Carol Johnson, Assistant Professor of Education, Frederic Burk School, San Francisco State College, San Francisco, California

Recorder - Mrs. Margaret Sparks

The central theme of this most rewarding session was the necessity for understanding the problems of the child and acquiring the ability to apply the best methods to meet those problems.

Mr. Centeno, a tutor at Samuel Gompers High School, expressed the opinion that there was no substitute for discipline in the tutoring sessions. Mr. Centeno said that frequently the lesson had not been properly taught by the classroom teacher. He assigned group leaders to teach others in their groups. This method plays upon the need of students to impress each other.

Mrs. Johnson said that children must be excited in order to tune in to learning. She suggested gimmicks to get the attention of her students, sometimes a game, sometimes a misplaced object in the room. She offered several games and methods: Bingo, Number line games, Spatial relationships, two sided number cards, regions, balancing missing addends, clothespins, beans for demonstrating addends, number wheels, place value cards. (Sources: Math Workshop Enrichment Activities, published by Encyclopedia Britannica Press; Workbook for Teachers, published by Houghton Mifflin; Developing Insights into Elementary Math, Operations with Whole Numbers, published by Wirtz-Botel).

Mrs. Johnson stressed the fact that children learn in many different ways; some learn kinesthetically; some children learn by the look-say method; and some learn linguistically. The important thing is to teach children to handle themselves in a learning situation. Children in the first grade must learn that they are responsible for their actions.

GROUP D - YOUTH TUTORING YOUTH

Discussion Leader - Jack Maguire, Assistant Director, Volunteer and Tutorial Services, Los Angeles City Unified School District

Resource Persons - Robert Clarke, Principal, Coalinga Unified School District, Coalinga, California

Steve Parsons, Student Volunteer, Whitehill School, Fairfax, California

Miss Madelaine Reichert, Student Coordinator, Washington High Teachers' Aide Program, San Francisco, California

Recorder - Mrs. Elizabeth Greer

Mr. Maguire said there is a great range in youth tutoring youth involvement and always a great need, with reading being the most critical area of need. Without youth volunteers it would be a physical and fiscal impossibility to give aid where needed. Quick communication is an obvious advantage. Mutual trust develops, and because of common language and attitudes, there is no threat involved; the tutor can get to the essentials immediately, sooner than an adult would. He stressed that this is of academic value to the tutor, who comes not just from the top of his class. The tutor learns more than his tutee; life becomes relevant as he becomes able "to do something important". The potential is limitless in reversing the trend of distrust--as opposed to school authority. Tutoring on a one-to-one basis is the most fruitful, and that cross-age tutoring was a new area opening up. The National Committee on Resources, Inc., publishes a newsletter of ideas, which can be ordered for each youth tutor: 36 W. 44th Street, New York City, 10036.

Mr. Clark stated that volunteer tutoring in his district began when ESEA funds were short-lived, and currently there are 40 teachers, 40 adults, and 1,000 children involved in tutoring. What began as a story-telling session with students from the local junior college has turned into an established tutoring program, for which the students receive college units. The high school is divided into a 7-period day, and by junior and senior years many students have exhausted the list of electives, and tutoring has become the answer. A student can receive credit for tutoring, rather than attending a study hall, and he feels the importance of "something to do". The latest group of student tutors has been with 5th and 6th graders, who work with 1st and 2nd graders on a one-to-one basis. For the tutors, this re-establishes their own self-image and gives more empathy for the struggling student.

Madelaine Reichert gave the background for the current highly successful program at Washington High School. It began two years ago when students were in search of something interesting to do and returned to neighboring elementary schools. Fourteen originally were involved, receiving no credit and without enthusiasm from parents and administration. In the second year the program was set up so that tutors receive 5 units of credit, as an elective, and most give up lunch to allow for transportation time. There are no requirements for the program, but it is only for those who are really interested and they must stay with the program. It is on a pass/fail basis, and tutoring is done 4 days per week with 1 hour or more on the fifth day for a meeting, where problems are discussed and general sharing takes place. The faculty was not happy at the beginning.

There are now 1500 volunteers in San Francisco, 500 of whom are high school students. At the junior high level there is now a counseling program of high school students, who are able to relate to students better than adults would. They receive pertinent information on tests--SAT, etc.---and career information.

Steve Parsons spoke of his tutoring as a junior high student in Fairfax, California, where there were only three volunteers at the beginning. His group aids 2nd and 3rd graders, and in a new program, 3rd graders are tutoring kindergarten and 1st graders. The junior high program is conducted twice a week and during elective periods.

Mutual needs outlined by participants were for more volunteers of all kinds, full-time coordinators for the tutorial programs, more cooperation with the administration, and liaison between youth tutor and teacher.

GROUP E - PROGRAM EVALUATION PROCEDURES

Discussion Leader - Dr. Louis H. Falik, Associate Professor, Department of Counseling and Coordinator, Counseling/Learning Clinic, San Francisco State College, San Francisco, California

Resource Persons - Mrs. Elliott Feigenbaum, Program Evaluation, San Francisco Unified School District

Dr. Irene Hypps, Director, Project VOICE, Washington Technical Institute, Washington, D.C.

Mrs. Alta Meldrum, Vice Principal, St. Helena Elementary School, Coordinator, St. Helena Community Aides, St. Helena, California

Dr. Norman E. Wallen, Professor, Interdisciplinary Studies of Education, San Francisco State College, San Francisco

Recorder - Mrs. Arlene Hartman, Richmond, California

Dr. Falik stated that in evaluating, one can either choose complex variables with real problems or simple problems where there is more sureness in measuring. The reason we have not gotten very far is because there has not been enough time spent on complex variables. Dr. Hypps added that unless we set up a project so it can be evaluated, it is "valueless". You need case data to get a true picture--not just statistical data. Mrs. Feigenbaum explained the research findings of a project conducted by San Francisco Education Auxiliary and San Francisco State College to evaluate the multiple effects of a volunteer aide program on a first grade elementary school classroom. The contribution to teacher behavior and student performance was evident and effect on students in the Experimental group appeared to be positive.

Other discussion:

Self concept is defined as what you think of at the moment you're being asked. Visual testing can be used in terms of cards with smiling and frowning faces. Make sure attendance is accurate; change in attendance makes a difference. Volunteers in the classroom make a difference on everything but intelligence. Trained volunteers make a difference in most programs. In areas where you don't know the people, interviewing and pre-screening make a difference.

You can set up programs without control groups, depending on whether intervention makes a difference on what you are trying to accomplish.

To help our volunteers relate, set up behavioral objectives; recruit three new volunteers and document process.

To evaluate a program as it exists and improve it, you cannot use biased questions, must double check, and cannot generalize about how to do it. It depends on individuals. Those people involved in evaluation must be involved in whole procedure. Must have feedback, identify goals with teachers and trainees and continually evaluate.

Need to determine perceptions in settings that will give an honest response.

Question Format: Where are its strengths and weaknesses?

Must get right person for aide as it helps to unify the community.

What do you do in a situation where you want change and nothing is happening, and everyone wants to remain anonymous? Get students from an institution of higher learning to evaluate as part of their training.

Major trends in evaluation: Project Upswing, training procedures for volunteers, help in evaluation by trained specialists.
Evaluation should be easy.

Suggested Readings:

"Handbook of Research in Social Measurement"
David McKay Publishers, New York

"Diagnosing Classroom Learning Environments"
Fos, Luszki, Schmuck
Teacher resource booklets on classroom social relations and learning.
SRA.

"Role Playing" SRA.

GROUP F - COLLEGE VOLUNTEERS

Discussion Leaders - Dr. E. Lance Rogers, Director COIL and Tutorial Program,
City College of San Francisco, San Francisco, California

Miss Judith Wanschura, Community Projects Office,
University of California, Berkeley, California

Resource Persons - Miss Chris Bried, University YWCA, Berkeley, California

Miss Ellen Hofnagel, Program Director, Richmond Project,
University YWCA, Berkeley, California

Norman Stahl, College Student Volunteer, San Francisco,
California

Recorder - Mrs. Joyce Frye, Richmond, California

The college student is very much involved in a wide spectrum of the educational and environmental problems of the surrounding communities.

How are some of the college students recruited and organized, and what are some of the problems?

At San Francisco State College, students in the Education Psychology Block courses make use of the volunteer programs to satisfy the Agency Work requirement. They tutor special groups in elementary, junior and senior high school classrooms, or teach on a one to one basis. Many programs are also planned for after school hours and on the week ends. The volunteer has a measure of freedom in this area and is having a lot of success. Children are exposed to the many arts which they would not otherwise have been aware of. At one high school, the student volunteers are having a very good effect on the children, most of whom are potential dropouts. Many are so motivated that they discover new interest in learning. The children and the volunteers work on a friendship or big brother basis. The volunteers meet once a week to exchange ideas and problems with one another.

Richmond Project Volunteers is a group of volunteers who are recruited from the University of California at Berkeley. It is partly funded by the YWCA and by Title I. The Richmond and San Pablo area has a great need for volunteers in the elementary, junior and senior high school. Volunteers tutor on a one to one basis, and in groups. Many after school programs are planned also. The enrichment is a major project of the REEP (Richmond Environmental Education Program), an offshoot of the Richmond Volunteer Program. Children are given a view of the "outside world", so to speak. Drama sessions, field trips, and the various outside activities render a tremendous force to keep the children interested in learning. Problems stem from lack of transportation, misunderstanding by staff and teachers, and parent mistrust. Although there are some cars available for use by the volunteers, the fact remains that there are not enough. Student volunteers have to "beg" or "borrow" a car to meet appointments. Some parents object to the Berkeley student because of the great amount of "trouble" that emanated from that area. Students feel teacher resentment because they are having success with the children. The quarter system also presents a problem for the volunteers, since they must try to fit their time to the semester system. It would appear that more community involvement is necessary to try to see the problems of the target areas, and to lend some moral support to the student volunteers who are doing a great job to try to improve the situation. Planned meetings with staff and volunteers should clear up some of the areas of misunderstanding.

GROUP G - EXTENSION OF SCHOOL VOLUNTEER SERVICES TO THE COMMUNITY

Discussion Leader - Mrs. Sydney Bloch, Public Health Educator, Mill Valley, California

Resource Persons - Miss Jewell Chamber, Volunteer Program Specialist, Volunteers in Education, U.S. Office of Education, Washington, D.C.

Mrs. James MacNichols, Co-chairman, Parent Information Council, Mill Valley PTA Council, Mill Valley, California

Mrs. Nita Parsons, Director, Danville School District, Volunteer Program, Danville, California

Mrs. Wilma West, Richmond, California

Recorder - Mrs. Joanne Busby, Richmond, California

Mrs. Bloch said that community resources are many, and are there to reach out for and to utilize. Through these resources, efforts have been and can be made to bring students back into school, city, and group community. A better health education system is needed for the whole school system in areas of drugs, contagious diseases, mental health and growth, and communicable diseases. Children need help to relate to self, to people, to various cultures and ancestry, and to family.

Problems are emphasized because:

Cities are bigger and knowing your neighbor is much more difficult. Community efforts are bigger and it is more difficult for them to function smoothly. Policemen are mobile, whereas they used to walk a beat; types of discord have made motorability a necessity, but not always an asset.

Doctor doesn't make house calls any more, causing loss of closeness between family and doctor.

Pharmacist doesn't operate family drugstore any longer.

Parents Education Groups are most important to carry over following points:

People are tired of long meetings - need to educate individuals that meetings or discussion groups need not be tiring or long.
Groups must find the personal need and subjects for vicinity, community, etc.
Need to understand changes of the changing times.
Communication between school and parents a vital need, through newsettes, flyers, phone committees, SVP volunteer, or community worker.

The Richmond School Volunteer Program includes:

Health seminars, help with hearing, sight, physical, and psychological testing of students

Various school functions, such as carnivals, fairs, bike rodeo, musicals, talent shows, and visitations

Assistance is given as school library aide, teacher's aide, to boy and girl organizations and as a resource of persons for school, teachers, and administrators to refer to.

Using school as a common ground for community effort was a vital point in line with the presentation of NUTRITION - Action Study by Mrs. Wilma West, Richmond Elementary Council of PTA.

GROUP H - SENIOR CITIZEN VOLUNTEERS (No report available)

Discussion Leader - Mel Spear, Associate Regional Commissioner,
SRS/DHEW, Region IX, San Francisco, California

Resource Persons - Mrs. Glenn S. Bennett, Volunteer, San Francisco, California

Mrs. Nat Feinn, Volunteer, San Francisco Education
Auxiliary, San Francisco, California

Carlos G. Franklin, Spanish bi-lingual volunteer,
San Francisco, California

Recorder - Mrs. Margaret Toomey, Oakland, California

For information on the RSVP (Retired Senior Volunteer Program), contact your state or regional office of aging.

ASSESSMENT AND EVALUATION

*Mrs. James T. Ream
Director of Education
San Francisco Parent-Teacher Association
San Francisco, California*

It is a privilege to have the last word in this conference, because I can give you my own bias, before I present an evaluation of this particular proceeding. When I first was teaching first grade in New York City, right out of college, I had my first parent-teacher conference. Being rather nervous, I decided to wait outside and meet the parent who was coming to confer about his child. The principal introduced us and we sat there and chatted for a moment. He looked very wistfully at the jungle gym in the playground, and said to me, "Now we could go up to your room and you'd sit at your desk and I'd sit down and we could talk about my kid but it is not going to do either one of us all that much good because we kind of know what we're going to say". He said, "It has been a long time since I've been on top of a jungle gym. How about you?" I think that conducting my first parent-teacher interview on top of a jungle gym had something to do with my whole reaction to education from that point on. It also has something to do with how you are now going to evaluate this particular conference.

I have heard two comments, over and over again this morning. One of them is that you don't really yet feel that you quite had the opportunity to talk out the problems that have been bothering you. The other one is that you think there are still some very serious questions which remain unanswered. There will be a very factual kind of evaluation, in the sense of a report of the various activities that will be sent to you, courtesy of the Des Moines Area Community College Project MOTIVATE. But more important than the facts, although the facts that you have received since you have been here are very important, is the general area of feeling and I would like to spend about ten minutes giving you some background in this. I would like to start addressing ourselves to some of the questions which we all feel perhaps are still unanswered and see what we can do with them. The first is that, as a group, you're highly pragmatic; you have come to this conference with a certain kind of attitude which says, if we haven't yet tried it, why not? If it works, let's use it. The next thing that you came to this conference with is some real feeling that little boxes have failed us. We have been dealing with little boxes all our lives and some of the little boxes have tended to influence educational theory to a degree which in some respects have been disastrous to this nation. We who have been involved in volunteer circumstances have begun to realize this. As a former educator and a former bureaucrat, I am in a position to say that there is hardly anything that I would delight in more than being able to develop little boxes, whether it has to do with curriculum, or line-staff relationships, or the relationships of teacher, principal, and volunteer. I think one of the very marvelous messages that we all received in the course of this conference has something to do with Mill Valley, and the kind of informal working relationship as a team, that the Mill Valley School has been able to maintain. One of the areas that we are going to have to look at very seriously, are the little boxes which define the volunteer.

Another area that many of you have spent time discussing has to do with the relationship between the volunteer who is paid, and the volunteer who is not.

One of the interesting comments that I picked up in the hallway is the fact that, perhaps after all, volunteering on an unpaid basis is a luxury of the middle class. Perhaps the same kind of opportunity should be afforded to people who are not in quite that same privileged position, also to be able to work in the schools, to care with their children, to be expedited by one of those most famous of expeditors, money. One of the things that we all have to look at very carefully are the successful relationships which have been developed between the paid aide and the unpaid volunteer, their relationship with the teacher and the relationships with the staff as a whole. Again, many of the sessions that you attended addressed themselves very specifically to this question, but much of the best learning in a sense that went on at this workshop occurred in the slats between which the information fell, during the informal meetings when you are waiting for a drink at Joe Jungs, sitting around talking in the lobby, or comparing notes between one conference workshop and another. There were some of us who felt that we desperately needed sort of nuts and bolts information which was provided here, and provided beautifully I might add, by Mary Swanson in the book "Your Volunteer Program", concerning all the background information that is needed for those who are about to establish a volunteer program. For many others of us, there were other kinds of programs which represented new ways of looking at volunteer help that were equally important in their own way. One of these that received a good deal of interest and our attention had to do with the program which involved youth tutoring youth. If we are really talking about little boxes, one of the things that we have to eliminate has to do with our feeling that there is only one certain age group, which is involved in the learning process or in the teaching process. We learn that we can use people who are grandfathers and grandmothers. The more recent and interesting innovation is that frequently youngsters are among the best teachers. There has been tremendous insight as to how this can be achieved as a result of both field trips, and the conversations that many had with people who have been involved. Those of us who heard Madelaine Reichert, a high school student at George Washington, will not easily forget the kind of excitement and the kind of joy that she has been able to bring to a volunteer program. This has tremendous promise because there are not the problems of the barrier of age, class and race, many of the things that in one way or another can deter even a well intentioned and very sincere kind of effort.

There are other areas that we have looked at in terms of specific program over the past two days. We had an opportunity to look at a school in the Richmond complex and to the Chinese Education Center. We saw many examples of specific kinds of programs, some of them we could adopt, some of them we couldn't, but we found them interesting just the same.

Over and above all of these very specific kinds of nuts and bolts information that we received were some other areas that are perhaps even more important because they are much more difficult to define. One of the interesting things that came out of the evaluation sub-committee workshop was when Dr. Falik talked about his research which had been achieved in the field of education, and he said that it is fairly common practice to accept a nice safe problem which has very few variables that defines limits and that you would end up having something which was neat; not terribly useful, but neat. It seems to us that one of the difficulties, just as John Bremer said the other day, is that learning is sometimes a little messy, a little chaotic. Some of the things that we need to know most are also a little messy and a little chaotic, and for this reason I want to bring them up here. The second area in which little boxes tend to fail

us was brought up by John Bremer. It was also brought up by Howard Nemerovski, our panel chairman the first day. It really has to do with the question of what is a school. Is a school, as we thought of it, a self-contained classroom or even a self-contained building or is the school process an operation? Is it an outreach into the community and with the community, in turn, reaching in to the school, in a continuous kind of two way flow? If this is what we are after, why is it that so many of our policies in our schools go directly in the opposite direction? I think this is one of the questions to which we really have to address ourselves. The third question, which is in a sense an extension of this, has to do with the very role of the volunteer. Howard Nemerovski, the first day, mentioned the fact that he felt it was tremendously important for the volunteers to be able to interpret the school to the community. There are two things to say about this. One is a very sad fact, but very true, that for a long time the school has been very isolated from the rest of the community. It has been isolated by its physical barrier. It has been a one purpose building, open for multi-purpose use as a community center for a long, long period of time. There is nothing that we probably needed more desperately in our inner cities, and in our suburbs too, than a central gathering place for people to develop a sense of community. Many of us feel that the only way we can achieve this is through the time commitment and emotional involvement of the entire community. This is what businessmen are saying to us, what the black parents are saying to us, what the white middle class ladies are saying to us; we are all agreed on this, but we are not quite agreed on how it is going to be possible to achieve this. It is for this reason that I would really like in a sense to turn this microphone over to you. I had the feeling that something very important was going on here earlier this morning when we were talking with the woman who was a school board member and suddenly there came a very sort of an electric charge in this room because we were all vitally interested in how to manage to achieve educational change. The people who are most aware of what is going on in the schools, at the present time, other than the teachers, and those people whose vested interest in a sense is in the maintenance of the situation as it is, are those who come in and volunteer in one capacity or another. In a sense I wear two hats, and both of them are involved in trying to deal with this question. I am the director of education for PTA in San Francisco. The PTA has traditionally been a very non-controversial organization. The problem that we have in our organization and in the Education Auxiliary, which probably is paralleled in your own community, is that those of you who feel most a vital need for educational change also feel somewhat different about utilizing certain kinds of radical means to bring it about. I do not know what the answer is, because on one hand, our position in the schools is dependent on the trust and the confidence that we are able to build up in our relationships with the staff and with the principals; on the other hand, we are there and see the need for change. Unfortunately we are some of the very few people in the community who are really in a position to know exactly how much that change is needed.

One of the frightening things that occurred to me last year was to attend a session of the American Society for Curriculum Development national convention here in San Francisco. Again, people from Mill Valley were there, and it was a marvelous experience then, as today, to hear them. But the thing that to me was quite scary was the fact that over and over again educators, who were dealing in large cities, all over the country, were saying that we had no more than five years to resolve the problems of urban education, and that time was

running out. The problem that we are all going to have to face is that we are the people who know just exactly how fast that time is running out, and how to deal with this, and on what basis is one of the things that is going to be a real problem for all of us dealing with volunteer work in education. We have to do two things in order to maintain a volunteer program with any kind of validity in the community. We have to continue to be able to work with teachers, with principals and with staff, but we also have to be able to demonstrate to the community people that we are aware of the kinds of problems and frustrations that they have, and somehow together we have to meld a team that will do the job that desperately needs to be done. Unfortunately we are going to have to do it with very little money in many, many places of the United States. Having defined the problem, I'll now turn it over to you to solve it.

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86

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